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ABSTRACT

The document is designed to assist teachers in modifying instruction to meet the special needs of high ability students, to help educators in effective organization of their plans for individualizing instruction, and to provide information on individualizing an educational program for gifted students. The format is set up so that it describes a series of strategies based upon the goals and behaviors of the gifted education curriculum manual GEMINI (Gifted Education Manual for Individualizing Networks of Instruction). Each strategy is coded for domain of emphasis (cognitive, affective): instructional area (independent study, critical thinking, creativity, communication, personal development): goal: and behavior upon which it is based (verbal, nonverbal, interpretive). Information is also given for strategy procedures: level (primary, intermediate, junior high): and structure (individual, group). Part I focuses on the cognitive domain with strategies relating to the Salt Talks, constructive destruction, clothing, and humor: while Part II addresses the affective domain with strategies relating to the origins of people. (SBH)

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PEGASUS

Providing
Enrichment for the
Gifted:
Adapting
Selected
Units of
Study

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AUTHORS' NOTE

Pegasus, a mythological creature composed of horse and bird, seemed the most logical choice for the title of this manual. Most illustrations of Pegasus show him soaring across the sky unhampered by the constraints which his earthbound equine cousins know. As with this winged horse, the mentally advanced student can strive towards seemingly unattainable heights, unhindered by the traditional skepticism of society about the feasibility of his/her ideas. Although no such creature as Pegasus ever existed, its creation is representative of a fertile mind; and the abilities of the horse symbolizes the freedom, energy and superior qualities which must be recognized and encouraged in gifted students.

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INTRODUCTION

PEGASUS (Providing Enrichment for the Gifted: Adapting Selected Units of Study) is an extension of the curriculum development project GEMINI (Gifted Education Manual for Individualizing Networks of Instruction). As a first step in organizing any program's curriculum, goals and objectives must be outlined so that a structional framework can be established. GEMINI provided this framework. PEGASUS on the other hand seeks to help educators of the gifted to design instructional themes for effective implementation of the goals and objectives chosen from GEMINI for individual students.

The process of individualizing begins with the student's special needs and abilities. From the unique characteristics of each student, a selection is made of appropriate skills for development. Next, strategies are chosen to assist the student in expanding the prescribed skills. Just as the individualizing process of GEMINI stems from the need of the student, so the implementation program of PEGASUS is based upon the character and qualities of both the students and teacher. PEGASUS is not to be a cookbook. It is designed to act as a spring board from which ideas can be propelled. The shape and direction of the strategies will vary according to teacher enthusiasm, student motivation and particular implementation procedures. The best instructional strategies are only as effective as the implementor makes them.

The strategies contained in this manual can be used as they stand or they can be elaborated upon or extended. Therefore, the time framework which a thematic unit spans may vary greatly, as may the educational settings within which the strategies are employed. It can be seen then

that PEGASUS has the qualities of flexibility. This, coupled with the teacher's flexibility will make the manual maximally effecti[illegible].

PURPOSE

The purpose of PEGASUS is threefold. First, to assist teachers in modifying instruction to suit the special needs of high ability students. This is believed that the behaviors outlined in PEGASUS can be fostered within a wide spectrum of contents. The themes were chosen because they seemed to lend themselves to the five areas of Independent Study, Critical Thinking, Creativity, Communication and Personal Development. However, a multitude of other themes could also be suitable. The strategies contained herein are based upon the curriculum of GEMINI, an educator's manual specificaly designed to detail a differentiated curriculum for gifted students. The behaviors stress process - oriented, higher level thinking skills. They reflect the emphasis which should be placed in gifted education, on a qualitatively different approach to instruction. Therefore, working from this structure, the strategies in PEGASUS are illustrative of a suitably modified curriculum for the gifted.

The second purpose of PEGASUS is to help educators in effective organization of their plans for individualizing instruction. Even with a group of students at similar ability levels, differences do become evident. Coordinating the instruction of any group of individuals with diversified skills and interests, is often a difficult task. If instruction can be woven around a common thread (e.g. a thematic unit), the teacher's work will be made more manageable and the student will have a sequential basis for progression.

The third purpose is that of individualizing an educational program for gifted students. Thematic units allow flexibility in planning for interest and need. If a theme is broad enough, it will allow movement

in many different directions and at many levels. Both students and teachers can mold the theme to accomodate past experience, current motivation and future outlook.

With these three purposes in mind, to modify, to organize and to individualize, PEGASUS will be an important link in gifted education's goal of appropriately serving its special education population.

UNDERSTANDING PEGASUS

The format of PEGASUS is set up so that it describes a series of strategies based upon the goals and behaviors of the gifted education curriculum manual GEMINI. You will notice that there is a code at the top of each strategy in the book. The code corresponds to the one in GEMINI and intended to be used for easy reference. The initial letter shows the domain of emphasis:

C	Cognitive
A	Affective

The two underlined letters refer to instructional areas:

C <u>IS</u>	-	<u>I</u>ndependent <u>S</u>tudy
C <u>CT</u>	-	<u>C</u>ritical <u>T</u>hinking
C <u>Cr</u>	-	<u>Cr</u>eativity
C <u>Co</u>	-	<u>Co</u>mmunication
A <u>PD</u>	-	<u>P</u>ersonal <u>D</u>evelopment

Following the letters for the instructional area is a number which indicates a particular goal:

C <u>IS</u> 1

C <u>IS</u> 2

Therefore, C <u>IS</u> 2 would refer to the second annual goal under <u>I</u>ndependent <u>S</u>tudy in the Cognitive Domain.

Further delineation is given to the behaviors. Each strategy then

carries the code of its domain, instructional area and annual goal, as well as a lower-case letter which indicates the behavior upon which it is based.

C IS 1a

C IS 1b

Finally the particular network follows the symbol statement for ready reference.

C Co 1a Verbal

C Co 2a Non-Verbal

C Co 3a Interpretive

Sometimes you may notice that the code contains several lower-case letter

C Cr 2a,b

C CT 3c,t,y

When a number of the behaviors within a particular network seemed to be interconnected, the strategy then became more extensive. When more than one behavior for a network (e.g. problem-solving) was incorporated into a strategy it was indicated in the coded sentence and printed in capital letters.

It should also be noted that strategies for the behaviors within a network may not always be in proper alphabetical order. They were arranged alphabetically as often as possible, but this convention was sometimes abandoned to allow for the logical development of particular strategies.

The behaviors in lower case letters are subordinate objectives. They are from other networks and require skills which are indirectly related to the strategy. The reason for including them was to demonstrate the interrelationship of behaviors within these strategies. They are not however mutually exclusive as one strategy may well involve a multitude of behaviors.

PEGASUS also includes the "level" for which each strategy is most appropriate. These levels are either primary (Pri), intermediate (Inter) or junior high (Jr). Usually with a few adjustments in motivation, presentation and supplemental materials the range of applicability can be broadened.

The final description in Pegasus, for each strategy is that of "structure". This simply refers to the kind of setting within which the strategy could be implemented: either group or individual. The strategy often combines elements of each with part of the activities handled individually and the remaining being completed by a group. Both structures are also indicated if it does not matter whether the strategy is to be completed in a group or alone.

An introduction precedes each area so that a complete understanding of the nature of these areas and their themes is possible. Delineation is provided by the web opposite each introduction. This web is meant to act as an organizational chart which could help an educator begin work on the theme. The web is flexible and is meant to be a starting point. It can be extended or altered as both students and teacher feel necessary.

NETWORKS OF INSTRUCTION

CODE	COGNITIVE DOMAIN
C IS	Independent Study
C IS 1	- Research
C IS 2	- Problem Solving
C IS 3	- Organization
C Cr	Creativity
C Cr 1	- Fluency
C Cr 2	- Flexibility
C Cr 3	- Originality
C Cr 4	- Elaboration
C Ct	Critical Thinking
C CT 1	- Analysis
C CT 2	- Synthesis
C CT 3	- Evaluation
C Co	Communication
C Co 1	- Verbal
C Co 2	- Non-Verbal
C Co 3	- Interpretive
C Co 4	- Interpersonal
C Co 5	- Listening

AFFECTIVE DOMAIN

A PD	Personal Development
A PD 1	- Self-Concept
A PD 2	- Coping with Failure
A PD 3	- Critical Acceptance

INDEPENDENT STUDY

SALT TALKS

The development of independent skills should be one of the priorities in the field of gifted education. It permits the academically able student to conduct research and engage in problem-solving activities in an organized fashion.

It should be noted here that the term "independent" should not be misconstrued to mean a student must work alone. Independent implies initiative, determination and resourcefulness. These qualities can be applied to an individual and to the way he functions within a group.

The thematic unit which was selected for this area is entitled "Salt Talks". It deals with the ocean and the innumerable areas of study associated with it. Exploration of the sea can be made by studying its inhabitants, natural resources, dangers and mysteries.

The sea has always attracted independent individuals who were willing to meet challenge and who attempted to master the ocean's forces. It is hoped that these same attractions will facilitate the gifted student's work in the area of Independent Study.

<u>Goals for Independent Study</u>

To develop research skills

To develop problem-solving skills

To develop organization skills

OCEANS

- MYSTERIES
  - Myths & Legends
    - Mermaids
    - Sirens
    - Nymphs
  - Atlantis
  - Bermuda Triangle
- ENERGY SOURCES
  - Future Colonization
  - Salt Water Conservation
  - Fuels
- NATURAL FORCES
  - Hurricanes
  - Tidal Waves
  - Tides
  - Whirlpools
- MARINE LIFE
  - Plants
    - Algae
    - Seaweed
  - Animals
    - Fish
    - Crustaceans
    - Mammals
- ECOLOGY
  - Agriculture
  - Mining
  - Pollution
    - Land
    - Sea
- RECREATION
  - Swimming
  - Scuba Diving
  - Boating
- EXPLORATION
  - Underwater Archaeology
  - Jacques Cousteau
  - Sunken Treasure
- TRANSPORTATION
  - Diving Bell
  - Submarines
  - Bathysphere
  - Ships

C IS 1a,b,e Research

Behavior: ... WILL LOCATE REFERENCES APPROPRIATE FOR A SELECTED TOPIC

... WILL BECOME FAMILIAR WITH PERIODICALS RELATING TO A SELECTED TOPIC

... WILL DEMONSTRATE THE USE OF A PERIODICAL GUIDE BY CITING DIFFERENT SOURCES

Level: Inter/Jr Structure: Group/Individual

Strategy

Brainstorm a topic selected by your class relating to the theme Salt Talks. Place each subject of the topic on an index card, then take turns drawing cards until all the cards are chosen. Make a record of references relating to the area selected. Sources must be complete (e.g. author, title, call number) and should account for as many different kinds of material as possible (e.g. books, periodicals, audio-visuals, charts, maps and globes). A bulletin board can be constructed afterwards so that the class has all the references at hand.

C IS 1c Research

Behavior: ... WILL USE DIFFERENT KINDS OF RELIABLE SOURCES WITHIN A LIBRARY.

... will develop standards to evaluate the quality of the work of self or others

... will make logical generalizations based upon a synthesis of available information

Level: Inter/Jr Structure: Individual

Strategy

Choose three different resources from the previous activity and evaluate them in terms of: interest level, difficulty, accuracy and use. Make an overall recommendation of Poor, Fair, Good, Excellent for each book. Discuss your evaluation with your teacher.

C IS 1d,f,g Research

Behavior: ... WILL UTILIZE REFERENCES APPROPRIATE FOR A SELECTED TOPIC

... WILL USE A LIBRARY INDEPENDENTLY AND COMPENTENTLY

... WILL APPROPRIATELY EMPLOY NEW VOCABULARY/TERMINOLOGY ACQUIRED DURING RESEARCH

Level: Inter/Jr Structure: Group/Individual

Strategy

Develop a list of 10 new or interesting words from any of the following topic areas: Sunken Treasure, Shipwrecks, Tidal Waves. Write the definition of each word using any sources other than the dictionary. Post your list of words and their definitions and the source of definitions on the bulletin board. At the end of the week have a Jeopardy, Crosswords or Password tournament using these words.

C IS 1i Research

Behavior: ... WILL BECOME FAMILIAR WITH COMMUNITY RESOURCES RELATED TO A SELECTED TOPIC (e.g. FIELD TRIPS, INTERVIEWS, SURVEYS, TELEPHONE CONTACTS, LETTERS, TAPE-RECORDINGS)

... will pose questions which seek to clarify information, stimulate further examination and/or generate new ideas

... will establish a logical work sequence

Level: Inter/Jr Structure: Group/Individual

Strategy

Your local newspaper has given you an assignment to write a story about the New Jersey shore, just as the summer season opens. Contact a reporter from a local newspaper and find out how he/she goes about getting leads and background information for a story. Decide what theme you will pursue and write letters to appropriate sources requesting information. You may also plan a field trip to gather on-the-spot information. Write the article, using a form appropriate to your theme (e.g. if it is sensational, give it a luring title and snappy lead-in sentences).

C IS 1h,j,k,l Research

Behavior: ... WILL DOCUMENT INFORMATION PROVIDED IN A RESEARCH STUDY

... WILL DETERMINE WHICH INDIVIDUALS MAY BE OF ASSISTANCE IN RESEARCHING A SELECTED TOPIC

... WILL PLAN PERSONAL INTERVIEWS

... WILL CONDUCT PERSONAL INTERVIEWS

Level: Inter/Jr Structure: Individual

Strategy

Using the techniques suggested by the journalist interviewed in the previous activity, locate one or more persons to give you information about Underwater Archeology. List the questions you wish the interviewee to answer. Conduct the interview, tape recording it with the person's permission. Write a newspaper article on the information you have obtained about your topic. Include a bibliography and acknowledgements.

C IS 1m,n Research

Behavior: ... WILL ASSESS THE RESULTS OF CONSULTING AN EXPERT FROM THE FIELD OF INTEREST

... WILL EVALUATE THE OUTCOME AND VALUE OF THE USE OF COMMUNITY RESOURCES

... will define areas of differences for the purpose of classification

Level: Inter/Jr Structure: Group/Individual

Strategy

Based on the previous two strategies, compare the information you have received from the community resources with the information you have gathered from other sources. Assess which information could have been obtained only from the expert. In what ways did your newspaper article change as a result of your interview (e.g. what new directions did it take)?

C IS 1o,p Research

Behavior: ... WILL FORMULATE A PLAN FOR ORGANIZING THE RESEARCH AND PRESENTATION OF A SELECTED TOPIC, INCLUDING: (i) TOPIC TO BE STUDIED, (ii) MATERIALS NEEDED, (iii) TIME SCHEDULE, (iv) PRESENTATION OUTLINE

... WILL DEVELOP A RESEARCH OUTLINE FOR THE SELECTED TOPIC

... will organize the precedures necessary for completing a given task

Level: Pri/Inter/Jr Structure: Individual

Strategy

You are part of a team of marine scientists who are bidding on a contract for the government. After selecting an area of interest, draw up an official plan you will submit for approval. The government guidelines necessitate including: title, resources required, schedule, research outline.

C IS 1r,s,u Research

Behavior: ... WILL PARAPHRASE INFORMATION TO BE USED WHILE STUDYING A SELECTED TOPIC

... WILL TAKE NOTES EFFECTIVELY

... WILL ORGANIZE LOGICALLY INFORMATION COLLECTED

Level: Inter/Jr Structure: Group/Individual

Strategy

Each member of your class should select a book on the aspect of Salt Talks he/she is studying. Taking turns, randomly choose a page and paragraph (your teacher may also provide you with pre-selected paragraphs). Read the passage silently and then paraphrase it aloud to the group. As each class member is doing this, the others should be taking notes on index cards, writing one fact per card. Categorize the index cards and create an information center/bulletin board in your classroom.

C IS 1t Research

Behavior: ... WILL COLLECT DATA AS SUPPORTIVE EVIDENCE OR IN ANSWER TO A QUESTION

... will classify information into logical categories

... will generate various ways of categorizing information

Level: Inter/Jr Structure: Group/Individual

Strategy

After deciding on a topic from the theme Salt Talks, write down what you consider to be three different facts about the topic. With your class organize the information logically (e.g. outline, categories, web). Then go to the library and validate your information by locating at least one source which supports each of your statements. Make any corrections necessary.

C IS 1q,v Research

Behavior: ... WILL GATHER FACTS APPROPRIATE TO A SELECTED TOPIC

... WILL VALIDATE DATA COLLECTED

... will establish realistic schedules for work to be completed

Level: Inter/Jr Structure: Individual

Strategy

Your topic is "Travel Beneath the Sea". Spend a predetermined amount of time in the library locating facts about this area. On a sheet of paper write down ten statements, five true and five false. Shuffle and redistribute the papers. Your task is to validate a true statement by indicating a source supporting it or correcting a false statement by providing the source of the correction.

C IS 1w,z,aa Research

Behavior: ... WILL PROPOSE WAYS OF TESTING HYPOTHESES

... WILL MODIFY HYPOTHESES AS A RESULT OF NEW EVIDENCE

... WILL COMPARE PREDICTIONS WITH COLLECTED DATA

Level: Pri/Inter/Jr Structure: Group/Individual

Strategy

You are a member of a shark control research team. You have developed a new defense for stranded divers against shark attacks. It is a black nylon bag with floatation devices coated with shark repellent. Preliminary tests are favorable but to control the cost of manufacturing the item, you need to know which of the following properties or combinations of the device are the most effective: color, chemical coating, material. Develop several hypotheses and propose ways of testing them, insuring for safety. What predictions might you make about the experiment based upon your reading? Make a list of rival hypotheses for your predictions.

C IS 1x,y,bb Research

Behavior: ... WILL SET UP A CONTROLLED EXPERIMENT WHICH INCLUDES HYPOTHESES, RULES OF PROCEDURE, OBSERVATIONS AND CONCLUSIONS

... WILL KEEP RECORDS OF OBSERVATIONS, READINGS AND INTERVIEWS

... WILL EXPERIMENT WITH AND MANIPULATE MATERIALS RELEVANT TO A SELECTED TOPIC

Level: Inter/Jr Structure: Group/Individual

Strategy

In a attempt to see at what precise saline level seaweed flourishes, set up a controlled experiment. Keep a record of daily observations, perhaps even dated photographs. Vary your experiment to include the tolerance level of common plants (e.g. dandelion) for varying levels of saline.

C IS 1cc,dd,ee,ff Research

Behavior: ... WILL RECOGNIZE AND COMBINE THE NECESSARY ELEMENTS OF RESEARCH

... WILL PRESENT INFORMATION COLLECTED WITH CLARITY

... WILL BECOME FAMILIAR WITH AUDIO-VISUAL AIDS RELATING TO A SELECTED TOPIC

... WILL DEVELOP AUDIO-VISUAL AIDS ILLUSTRATIVE OF A SELECTED TOPIC

Level: Inter/Jr Structure: Group/Individual

Strategy

Design a method of reporting the information about the experiment in the previous strategy. Include an introduction, your method for data collection and results. Your introduction should include a film/filmstrip on sea plant life and you should present the data in visual form.

C IS 1hh Research

Behavior: ... WILL ESTABLISH AN ON-GOING PROCEDURE FOR DEVELOPMENT AND IMPROVEMENT OF A FINAL PRESENTATION OF INFORMATION GATHERED DURING RESEARCH

... will accept constructive criticism from others

... will wiegh different ideas or points of view

Level: Inter/Jr Structure: Group/Individual

Strategy

Make a list of steps you had to complete in order to do your experiment in the previous strategy. List them on the board and ask the class to contribute ways of improving your investigation. From this information develop a section on "Limitation of the Study" and "Alternative Approaches".

Behavior: ... WILL DESIGN AN ORIGINAL MODEL OF A SYSTEM, BASED UPON A STUDY OF VARIOUS EXISTING SYSTEMS

... will consider new and different approaches to a given situation

... will formulate a list of attributes which pertain to a particular person, place or thing

Level: Inter/Jr Structure: Group/Individual

Strategy

Consider the problems of extended independent travel beneath the sea. After studying characteristics of the diving bell, submarine and scuba equipment, combine the three systems into a single system which would facilitate travel underwater.

C IS 2a,b Problem Solving

Behavior: ... WILL IDENTIFY AN EXISTING PROBLEM FOR A GIVEN SITUATION

... WILL IDENTIFY DIFFERENT ASPECTS OF A PROBLEM

... will consider new and different approaches to a problem

Level: Inter/Jr Structure: Individual

Strategy

You have been contracted by the Marine Life Publishing Company to author a book. The company has given you a choice of titles which are listed below. After selecting a title which appeals to you, brainstorm the possible problems you would encounter if you were placed in the situation indicated by the book title you select, "Diving for Dollars", "Underwater Archeology", "I was Lost in the Bermuda Triangle", "A Mermaids' Cookbook or I Sponged off the Sea", "Sea: the Energy Source of the Future", "Oceanic Estates - Condominiums of the Future".

C IS 2c,d Problem Solving

Behavior: ... WILL CLASSIFY THE ELEMENTS OF A SITUATION

... WILL SEQUENCE OR ORDER ASPECTS OF A PROBLEM

... will organize the proceedures necessary for completing a given task

Level: Inter/Jr Structure: Individual

Strategy

Take all the problems you have brainstormed in the previous strategy and identify the categories into which they would fall. Then take the categories and tasks within the individual categories and sequence them. Make a draft chart showing your logical arrangement.

C IS 2e Problem Solving

Behavior: ... WILL RECOGNIZE DIVERGENCE WITHIN A PROBLEM

... will differentiate between constructive and destructive criticism

... will assess the organization of information

Level: Inter/Jr Structure: Group/Individual

Strategy

Discuss the draft of your chart for the preceding strategy with your teacher and classmates. Have you anticipated all the major problems with which you must deal? Incorporate any other appropriate ideas into your chart and finalize it for your project's use.

C IS 2m Problem Solving

Behavior: ... WILL EMPLOY A LOGICAL SYSTEM OF TRIAL AND ERROR WHEN APPROPRIATE

... will interpret information in a variety of ways

... will improve upon an idea or concept by modifying it

Level: Pri/Inter/Jr Structure: Individual

Strategy

Following completion of the preceding three strategies design a cover for your book. Make several preliminary drawings both with and without titles. Explain how your design relates to the story title. Discuss with your group and incorporate any appropriate suggestions into your design.

Behavior: ... WILL IMPLEMENT THE SOLUTION CONSIDERED TO BE THE BEST

... will create a unique product or idea

... will formulate a new order to be imposed upon an existing idea or concept

Level: Inter/Jr Structure: Group/Individual

Strategy

Choose one of your preliminary designs from the preceeding strategy and create the final cover of your book. Make use of a variety of different materials or craft techniques. Check with your art teacher for assistance.

C IS 2f,g,q,t Problem Solvin

Behavior: ... WILL GENERATE A VARIETY OF SOLUTIONS TO REAL AND CONTRIVED PROBLEM SITUATIONS

... WILL CONSIDER/TEST POSSIBLE SOLUTIONS TO AN IDENTIFIED PROBLEM

... WILL APPLY A PROBLEM-SOLVING METHOD TO PERSONAL PROBLEMS

... WILL APPLY A PROBLEM-SOLVING PROCESS TO GROUP OR INDIVIDUAL SITUATIONS

Level: Pri/Inter/Jr Structure: Group/Individual

Strategy

You are stranded with five others in a rowboat in the middle of the ocean. It seems as though rescue is not possible and food supplies are dwindling. You estimate that there is only enough food for three people for a week or for six for (maybe) four days. Your fellow passengers include the following: a pregnant woman, age 25, a solar energy expert, age 65, an international tennis star, who has twice won at Wimbledon, age 23, a 2 year-old child who has been very ill and needs medical attention, a heart surgeon, age 60. What should you do? List the steps you would use to solve this problem, suggest a number of alternative solutions.

C IS 2h,n,r Problem Solving

Behavior: ... WILL RECOGNIZE THAT THERE MAY BE MORE THAN ONE SOLUTION TO A GIVEN PROBLEM

... WILL CAPITALIZE UPON THE STRENGTHS AND/OR TALENTS OF OTHERS

... WILL APPLY DEFINITIONS/RELATIONSHIPS/THEORIES/THEOREMS TO SOLVING PROBLEMS

Level: Pri/Inter/Jr Structure: Individual

Strategy

You have been hired to dive for Spanish treasure off the coast of Florida. Although you have had lessons in scuba diving, you have never dived in these waters. What information would you want to have prior to your first dive? How would this information influence your approach to this task? To whom would you go for assistance? Why?

C IS 2o Problem Solving

Behavior: ... WILL DRAW UPON OWN EXPERIENCE IN A PROBLEM SITUATION

... will make logical generalizations based upon a synthesis of available information

... will discover a new pattern of ideas by drawing on information from past and present experiences

Level: Pri/Inter/Jr Structure: Individual

Strategy

Undersea colonization has become a reality. Because of the great travel expen involved, new colonists are selected only once every four years to replace tho colonists who are returning to land-living. All applicants must pass a physic fitness exam not unlike those given to the astronauts and must have some back- ground in marine science. You are extremely interested in becoming an undersea resident. Draw upon your experiences to determine what steps you might take t prepare yourself for possible selection.

C IS 2i,k Problem Solving

Behavior: ... WILL REALIZE THAT IT IS OFTEN NECESSARY TO DETACH ONESELF FROM A PROBLEM IN ORDER TO SOLVE IT

... WILL EVALUATE THE SOLUTION/ANSWER AND ITS POSSIBLE CONSEQUENCES

... will speculate upon the results of a particular action or decision.

Level: Inter/Jr Structure: Individual

Strategy

After completing the previous strategy, pretend that you are not interested in living undersea; however, you know that your parents' tax-dollars are supporting this venture. Would your criteria for selecting a colonist change because you are no longer interested in going yourself? If so, in what ways?

C IS 2j Problem Solving

Behavior: ... WILL JUDGE THE BEST SOLUTION TO A PROBLEM

... will develop standards to evaluate the quality of work of self and others

... will combine concepts, principles and generalizations

Level: Inter/Jr Structure: Group/Individual

Strategy

After completing the preceding strategies decide which criteria would be most appropriate. Present them in visual form to your class along with rationales. Compare your criteria with those of your classmates.

Behavior: ... WILL APPLY AVAILABLE INFORMATION ABOUT THE ENVIRONMENT TO DEAL WITH PROBLEMS

... WILL LEARN A PROBLEM-SOLVING PROCESS

... will make valid predictions based upon available information

Level: Inter/Jr Structure: Group/Individual

Strategy

Before Diana Nyack was able to make her unsuccessful attempt at swimming from Cuba to Florida, she first had to determine ways to deal with such problems as shark-infested waters and the development of stamina. After researching the attempt swim in such magazines as Time and Newsweek, list the problems and solutions implemented and evaluate those solutions chosen. What alternative solutions could you consider for Diana Nyack's problem? Brainstorm with your classmates possible solutions and predict the consequences of each.

C IS 3a,b,Organization

Behavior: ... WILL OUTLINE THE ULTIMATE GOAL FOR AN ACITVITY

... WILL ESTABLISH REALISTIC SCHEDULES FOR WORK TO BE COMPLETED

... will sequence or order aspects of a problem

Level: Pri/Inter/Jr Structure: Group/Individual

Strategy

Refer to the web entitled Salt Talks. Select a subtheme according to interests or prior knowledge, feel free to add subthemes to the web if necessary. Establish a goal you would like to complete in relation to each section of your chosen subtheme. Establish a schedule for the completion of the goals for the entire subtheme.

C IS 3c Organization

Behavior: ... WILL DEVELOP AN UNDERSTANDING OF THE REQUIREMENTS AND SKILLS NECESSARY TO COMPLETE A TASK

... will identify different aspects of a problem

... will classify information into logical categories

Level: Inter/Jr Structure: Group/Individual

Strategy

Select any undersea mammal and generate a list of aspects about the creature. Decide what knowledge is needed for each aspect. What skills are necessary to make a presentation of the aspects involved?

C IS 3d Organization

Behavior: ... WILL ESTABLISH A LOGICAL WORK SEQUENCE

... will breakdown a whole into its component parts

... will develop an outline relating to a particular idea or set of data

Level: Pri/Inter/Jr Structure: Group/Individual

Strategy

Write each aspect of your selected animal on a piece of paper. Sequence the pieces of paper by considering what prior knowledge or skills are involved. For example, is it necessary to understand the anatomy of a dolphin before studying how they transmit and receive sounds? Arrange the skills from the most basic to the most advanced.

C IS 3e Organization

Behavior: ... WILL ADHERE TO ESTABLISHED SCHEDULES

... will establish an ongoing proceedure for the development and improvement of a presentation of information gathered during research

... will accept responsibility for own actions and ideas

Level: Inter/Jr Structure: Group/Individual

Strategy

Design an illustrated chart to include your time schedule and the items you intend to cover in your section Salt Talks. As each item is completed, mark your chart so that the class knows if you finished on time, early or late. Be as ingenious as you can with the development of your chart.

C IS 3f Organization

Behavior: ... WILL EMPLOY WORKING TIME TO ITS BEST ADVANTAGE

... will accept responsibility for own actions and ideas

... will differentiate between achievable and non-achievable goals

Level: Pri/Inter/Jr Structure: Group/Individual

Strategy

At the beginning of each class write a list of all the aspects of the theme Salt Talks you plan to complete during that time period. Check each item as it is completed and evaluate it with regard to the time taken and the results produced.

C IS 3g Organization

Behavior: ... WILL DEVELOP A BALANCE BETWEEN WORK AND RELAXATION

... will develop an awareness of the effects of surroundings on an individual

... will be open to the usefulness of unexpected results

Level: Inter/Jr Structure: Group/Individual

Strategy

Remember to take appropriate rests or changes of activity, while completing each item. As you review the achievements of each study session, consider your moods and feelings. Would you have relieved that spell of boredom by taking a run around the school yard? Has your conversation on baseball with John put you behind in your schedule?

C IS 3h Organization

Behavior: ... WILL EXTEND THE POWERS OF CONCENTRATION

... will identify the motives of an author, composer or speaker

... will grasp the main idea of presented information

Level: Inter/Jr Structure: Group/Idividual

Strategy

Play several different tapes at the same time in the classroom. Each tape should play music and/or speech which is unfamiliar to you. The nature of the tapes should be related to the sea (e.g. Latler of Debussy, a debate on using underwater resources, the sound track from a Jacques Cousteau special). Each member of your class should select a tape on which to concentrate. Everyone should complete a questionnaire on their tape following the listening session. Score your own questionnaire by replaying the appropriate tape.

C IS 3j,l Organization

Behavior: ... WILL SHOW EVIDENCE OF TASK COMMITMENT

... WILL PERSEVERE IN ACTIVITIES

... will evaluate all alternatives to select the best in a given situation

Level: Inter/Jr Structure: Group/Individual

Strategy

Pretend that you have investigated all available resources in your school library but you still lack sufficient information to proceed with your project Salt Talks. List any resources you might be able to use regardless of time, distance and expense and devise a way to acquire data from at least one of these. If this fails try another.

C IS 3k,l Organization

Behavior: ... WILL DEMONSTRATE A RESPONSIBILITY FOR OWN ACTIONS AND OPINIONS

... WILL EXHIBIT AN AWARENESS OF ONE'S NEED TO BE INDEPENDENT IN THOUGHT AND ACTION

... will transmit ideas and opinions on specified issues

Level: Inter/Jr Structure: Group/Individual

Strategy

You have been chosen to be the leader of an exploratory team to select and develop a new source of energy from under the sea. Five teammates are skeptical about you as their leader as well as your determination not to continue searching for oil in the sea. Develop a speech to introduce yourself and to expand upon the reasons for your selected energy source. You must convince them of your leadership abilities and of your belief in the success of the venture. Evaluate the effectiveness of your persuasion.

C IS 3m,n, o Organization

Behavior: ... WILL RECOGNIZE THE CONSTRAINTS ACTING UPON A PARTICULAR ACTIVITY

... WILL ESTABLISH A SET OF EXPECTATIONS FOR A PARTICULAR TASK

... WILL DIFFERENTIATE BETWEEN ACHIEVABLE AND NON-ACHIEVABLE GOALS

Level: Inter/Jr Structure: Group/Individual

Strategy

You intend to construct a group of condominiums beneath the sea. Anticipate any problems or hindrances you might encounter in this regard. At this point in time, what constraints present insolvable difficulties? What advancements, inventions, discoveries need be made for each roadblock to be removed?

C IS 3p Organization

Behavior: ... WILL RECOGNIZE THE EFFECTIVENESS OF OWN PARTICULAR LEARNING/WORKING STYLE

... will classify information into logical categories

... will provide evidence to support the formulation of established categories

Level: Inter/Jr Structure: Group/Individual

Strategy

Make a list of all your skills (e.g. drawing, solving problems, addressing an audience, reading and acquiring information, concentrating on an interesting book when surrounded by abstractions). Classify them (e.g. by whether they apply to school activities, your hobbies, physical or mental abilities). Make a collage showing your strong points, using illustrations pertaining to the sea.

C IS 3q,r Organization

Behavior: ... WILL RECOGNIZE THE DIFFERENCE IN THE LEARNING STYLES AND WORK HABITS OF OTHERS

... WILL APPRECIATE THE DIFFERENCES IN THE LEARNING STYLES AND WORK HABITS OF OTHERS

... will offer constructive criticism

Level: Inter/Jr Structure: Group/Individual

Strategy

Compare and contrast the collages made by your peers. Discuss how well they depict the ways in which each person works or learns and how they show the variety of learning styles/work habits of your class. Can your classmates be grouped by the way they learn and work? How can each student modify, change or develop him/herself to move from one group to another?

Behavior: ... WILL MODIFY OWN LEARNING OR WORKING STYLE AS APPROPRIATE

... will develop confidence to change habits when appropriate

... will utilize references appropriate for a selected topic

Level: Inter/Jr Structure: Group/Individual

Strategy

Read about several sea creatures who adapt readily to different environments (e.g. blowfish, jellyfish). Discuss how and why their adaptations are made. Think about your own learning/working style. How can you compare your adaptability with that of the sea creatures? Which is more flexible and why? List the specific changes you would like to make in your own working/learning style. Continue to develop your collage by adding your ideas from this strategy.

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Constructive

Destruction

REVOLUTION

- RENAISSANCE
  - Art
  - Music
  - Dance
  - Architecture
  - Theater
- INDUSTRIAL
  - American
  - European
  - Effects
    - Economic
    - Political
    - Social
    - Cultural
- COUNTER
  - Consumer
  - Philosophical
  - Energy
    - Ecological
    - Nuclear
  - Civil Rights
- SOCIAL
  - Women's
  - Religious
  - Peace
  - Revitalization
- COMMUNICATION
  - Satellites
  - Radio
  - TV
  - Books
- POLITICAL
  - French
  - Bolshevic
  - Nicaraguan
  - American

C Ct 1a,q Analysis

Behavior: ... WILL BREAK DOWN A WHOLE INTO ITS COMPONENT PARTS

... WILL DEDUCE INFORMATION BASED UPON GIVEN OR DISCOVERED GENERAL PRINCIPLES

... will transmit ideas and opinions on specific issues

Level: Inter/Jr Structure: Group

Strategy

Brainstorm the definition of the word "REVOLUTION". Analyze the responses. Do most of the responses refer to violent revolutions? In what other ways could a revolution occur? Brainstorm again. Compare the ideas from this second brainstorming session with your definition. Come up with a definition applicable to all situations.

C Ct 1b,x Analysis

Behavior: ... WILL DIFFERENTIATE BETWEEN OBSERVATIONS AND INFERENCES

... WILL DIFFERENTIATE BETWEEN IMPLIED AND STATED IDEAS

... will transmit ideas and opinions on specific issues

Level: Inter/Jr Structure: Group

Strategy

Analyze a number of propaganda posters such as those included in Persuasion and Propaganda in War and Peace (Thum, McDougall Littell, Evanston, 1974). Look at what is actually shown to us and compare with what is implied. Make a list of your observations and inferences. Now look at the words themselves. What meanings can you read between the lines? Based upon what you have learned, create your own poster to convince your classmates of an idea about which you feel strongly.

C Ct 1c Analysis

Behavior: ... WILL CATEGORIZE STATEMENTS OF PROPAGANDA (e.g. GLITTERING GENERALITIES, IRRELEVANT APPEALS, TESTIMONIALS, MUD SLINGING, CARD STACKING)

... will classify an idea by providing an illustration or example

... will recognize ambiguity of thought

Level: Inter/Jr Structure: Group/Individual

Strategy

After completing the preceding strategy, categorize the posters as to propaganda techniques used (e.g. glittering generalities, irrelevant appeals, testimonials, mud-slinging, card-stacking). Be prepared to support your position. Discuss each technique and its effectiveness.

C Ct 1d,e Analysis

Behavior: ... WILL GENERATE VARIOUS WAYS OF CATEGORIZING INFORMATION AND/OR OBJECTS IN ACCORDANCE WITH LOGICALLY SPECIFIED CHARACTERISTICS

... WILL CLASSIFY INFORMATION INTO LOGICAL CATEGORIES

... will integrate ideas from different areas

Level: Inter/Jr Structure: Group/Individual

Strategy

Each member of your group should choose one revolution in history. After reading about your chosen event, make a list of the steps through which that revolution went. Come back to the group and compare your steps. See if you can find similarities and develop common categories into which the steps would fall.

C Ct 1f,g,h Analysis

Behavior: ... WILL PROVIDE EVIDENCE TO SUPPORT THE FORMULATION OF ESTABLISHED CATEGORIES

... WILL DEFINE AREAS OF DIFFERENCES FOR THE PURPOSE OF CLASSIFICATION

... WILL DEFINE AREAS OF COMMONALITY FOR THE PURPOSE OF CLASSIFICATION

Level: Inter/Jr Structure: Group/Individual

Strategy

"Yankee Doodle Dandy" was originally written as a derogatory song about Rebel soldiers during the American Revolutionary War. However, it became a rallying point for the soldiers whom it was originally meant to ridicule. Examine the "rallying" songs or cries of other revolutions. What aspects of each appealed to the revolutionaries of that time? After classifying the songs/cries as to similarities and differences, write your own rallying song for a particular revolutionary event.

C Ct 1i,dd Analysis

Behavior: ... WILL DIFFERENTIATE CAUSE AND EFFECT FROM OTHER SEQUENTIAL RELATIONSHIPS

... WILL RECOGNIZE THE INTERRELATIONSHIPS OF IDEAS AND/OR DATA

... will judge the validity of ideas

Level: Inter/Jr Structure: Group/Individual

Strategy

Consider the Civil War. Generate a list of as many causes as you can keeping in mind both sides. Include military, political and social events, as well as seemingly unimportant details such as the weather, morale, food, clothing and natural resources. Now read several historians' accounts of the war. List any additional causes and compare them with your original list. Discuss your misconceptions and how they came about.

C Ct 1s,j,w Analysis

Behavior: ... WILL INFER THE POINT OF VIEW OR BIAS OF A PARTICULAR SOURCE

... WILL DEMONSTRATE THE RELATIONSHIP BETWEEN ASPECTS AND IDEAS

... WILL IDENTIFY THE MOTIVES OF AN AUTHOR OR SPEAKER

Level: Inter/Jr Structure: Group/Individual

Strategy

One of the most effective propaganda devices is the use of music. During the late 1960's, much of the popular music contained references, directly and indirectly, to "revolution". Listen to several of the following selections: "Revolution" - The Beatles, "Dusty Boots" - Phil Oaks, "We Shall Overcome" - Joan Baez, "Peace Train" - Cat Stevens, "Imagine" - John Lennon, "I am Woman" - Helen Reddy. Operating on the basis that there was a revolution brewing, examine these so-called "protest songs" to determine the type of revolution described (e.g. anti-war, women's liberation, civil rights). Next, examine the ways in which both the words and music of these songs might have helped sway peoples' opinions in the 1960's.

C Ct 1k,t Analysis

Behavior: ... WILL PROVE A PARTICULAR IDEA, PRINCIPLE OR GENERALIZATION

... WILL DRAW APPROPRIATE CONCLUSIONS BASED UPON AN ANALYSIS OF INFORMATION AVAILABLE

... will weigh different ideas or points of view

Level: Inter/Jr Structure: Group/Individual

Strategy

"Women have always been the underdog". Survey women's place in society throughout history. Take a stand either for or against the above statement and demonstrate your conviction in a series of illustrative examples.

C Ct 1n,z Analysis

Behavior: ... WILL EXPLORE COMPLEX CONCEPTS OR PROBLEMS

... WILL DEVELOP AN OUTLINE RELATING TO A PARTICULAR IDEA

... will collect data as supportive evidence or in answer to question

Level: Inter/Jr Structure: Group/Individual

Strategy

A revolution, in order to be successful, must be led by a "charismatic leader". First determine what is meant by the term "charismatic leader". Then research at least three of the following revolutions: Napoleonic (French, 1789), Sandinista (Nicaraguan, 1979), Cuban (1959), Hungarian (1956). Evaluate the first statement in light of your findings.

C Ct 1ℓ,m,p Analysis

Behavior: ... WILL GRASP THE MAIN IDEA OF PRESENTED INFORMATION

... WILL DIFFERENTIATE BETWEEN RELEVANT AND IRRELEVANT POINTS

... WILL REVEAL DISCREPANCIES OR GAPS IN INFORMATION

Level: Inter/Jr Structure: Group/Individual

Strategy

After completing the preceding activity, view the videotape of your talk show. Outline the main points presented. Include the major arguments of each participant, listing discrepancies or gaps in information and relevant and irrelevant points. Retape the show after revising arguments, and review the results.

C Ct 1y,ee Analysis

Behavior: ... WILL ORGANIZE THE PROCEDURE NECESSARY FOR COMPLETING A GIVEN TASK

... WILL POSE QUESTIONS WHICH SEEK TO CLARIFY INFORMATION, STIMULATE FURTHER EXAMINATION AND/OR GENERATE NEW IDEAS

... will contribute towards the attainment of the goals of a particular dyad or group

Level: Inter/Jr Structure: Group/Individual

Strategy

Familiarize yourself with the TV talk show format, in particular "Meeting of the Minds" with Steve Allen. With a group, organize and videotape your own talk show, with guests being either heroes of several revolutions or participants in one particular revolution.

C Ct 1o Analysis

Behavior: ... WILL INTERPRET ILLUSTRATIVE DATA (e.g. MAPS, TABLES, GRAPHS, DIAGRAMS, LEGENDS)

... will effectively express ideas and feelings non-verbally

... will provide detail with accuracy and completeness

Level: Inter/Jr Structure: Group/Individual

Strategy

Select one of the major battles of the Civil War. Study maps, diagrams and other available data on that battle. Reconstruct the events in three-dimensional form.

C Ct 1r Analysis

Behavior: ... WILL DETECT LOGICAL FALLACIES IN INFORMATION AND/OR ARGUMENTS

... will make valid predictions based upon available information

... will accept responsibility for own actions and ideas

Level: Inter/Jr Structure: Group/Individual

Strategy

There are situations in your personal life over which, by virtue of your background, you have no control and others for which you must accept responsibility. After discussing these differences, imagine that a revolution is brewing in the U.S.A. Among which groups do you feel it would be? Which side would you support? Justify both your opinions and the actions you would advocate.

C Ct 1u,v Analysis

Behavior: ... WILL DIFFERENTIATE BETWEEN LOGICAL AND ILLOGICAL ARGUMENTS

... WILL DISTINGUISH CONCLUSIONS FROM THE STATEMENTS WHICH SUPPORT THEM

... will tolerate different points of view

Level: Inter/Jr Structure: Group/Individual

Strategy

Revolutionary leaders use a variety of techniques to persuade their audiences to support and follow their cause. Select a transcript of the speech of one of these leaders (e.g. Patrick Henry, Malcolm X, Martin Luther King). Study the statements which are made and classify the arguments as "logical" or "illogical." Note where verbal techniques such as generalities and irrelevant appeals are used.

Behavior: ... WILL SPECULATE UPON THE RESULTS OF A PARTICULAR ACTION

... WILL OUTLINE THE CHANGES WHICH HAVE OCCURRED AS A RESULT OF A PARTICULAR ACTION OR DECISION

... will evaluate alternatives to select the best in a given situation

Level: Inter/Jr Structure: Group/Individual

Strategy

The so-called paperback revolution has had a profound effect on education. Formerly schools were able to provide only a core group of basic hardback texts from which to learn. But paperbacks are providing a low-cost way to up-date material used within the classroom. You, as a member of the student advisory board of HEW, (the U.S. Government Department of Health, Education and Welfare), have been asked to examine the texts currently used in your classroom and to determine to what extent this paperback revolution has hit your school. HEW will allow you to revolutionalize your class' curriculum, keeping in mind the above statements. Examine publishers' catalogues to decide which books and materials you would buy. Keep in mind age, interest, ability, costs, durability, etc. Present your new curriculum to the rest of your class for feedback. What effects might its implementation have on you and your future educational goals? What are the advantages of paperback books as opposed to hard-back books in the school system? What advantages do hard-back books have? Examine the disadvantages of both. Do you see any other type of media revolution in the schools? What form would it take? Why would it come about and what would its complications be? Compare this future revolution with the present one. Which system would you prefer? Why?

Behavior: ... WILL FORMULATE A GENERALIZATION OR PRINCIPLE BASED UPON THE INFORMATION GATHERED OR AVAILABLE ON A PARTICULAR TOPIC

... will integrate ideas from different areas

... will develop written fluency

Level: Inter/Jr Structure: Group/Individual

Strategy

Although historians can give us a written account of past revolutions, and TV cameramen, a visual account of present ones, it is the novelists and short story writers who make the times come alive. Read a selection of stories whose setting is during a revolutionary period (e.g. "Soldiers of the Republic" by Dorothy Parker, "Red Badge of Courage" by Steven Crane, "Boris" by Jan de Haig). Keep a log of your impressions and feelings as you read. Evaluate your diary in light of the statement "It was the best of times, it was the worst of times" (Dickens). Formulate generalizations about life during revolutionary times and present your ideas in the form of an essay.

C Ct 2a Synthesis

Behavior: ... WILL INTEGRATE IDEAS FROM DIFFERENT AREAS

... will document information provided in a research study

... will effectively express ideas and feelings non-verbally

Level: Inter/Jr Structure: Group/Individual

Strategy

Study the principal causes of the following revolutions: Agrarian, American, French, Industrial. Design a visual presentation which pinpoints common causes. Can these causes be classified in any way?

C Ct 2b,j Synthesis

Behavior: ... WILL MODIFY INFORMATION AND/OR MATERIAL TO RESULT IN A UNIQUE PRODUCT

... WILL DESIGN AN ORIGINAL MODEL OF A SYSTEM BASED UPON A STUDY OF VARIOUS EXISTING SYSTEMS

... will evaluate the effectiveness of different non-verbal media

Level: Pri/Inter/Jr Structure: Group/Individual

Strategy

You have been appointed to a committee to foster loyalty and patriotism following a successful revolution in your country. Your task is to compose a new national anthem. Study the national anthems (words and music) of at least six different countries. Note the features which you feel inspire the most patriotism, courage, loyalty, pride and inspiration. Write your anthem and teach it to the class.

C Ct 2c,l Synthesis

Behavior: ... WILL GENERATE A LIST OF CONSEQUENCES IN RELATION TO GIVEN DATA

... WILL FORMULATE HYPOTHESES BASED UPON COLLECTED DATA

... will gather facts appropriate to a selected subject or question

Level: Pri/Inter/Jr Structure: Group/Individuals

Strategy

What major inventions occured during the Industrial Revolution (include developments in Europe and America)? Imagine you are an ordinary citizen (select your own occupation) around the time of one or more of these inventions. Make a list of all the ways your life and your childrens' lives may be changed by the invention(s).

C Ct 2d,p Synthesis

Behavior: ... WILL TRANSLATE INFORMATION FROM ONE FORM INTO ANOTHER

... WILL SPECULATE UPON THE CAUSES OF PROBLEMS

... will develop a critical appreciation for one's environment

Level: Inter/Jr Structure: Group/Individual

Strategy

Study the storming of the Bastille in Paris in 1789. You may use novels (e.g. "A Tale of Two Cities") as well as historical accounts. You are a participant (willing or unwilling, for or against). Keep a diary recording the main events which you witness or hear about and your feelings and impressions and list what you perceive as the causes. Be sure to illustrate when appropriate and to include maps and diagrams for clarity.

C Ct 2e Synthesis

Behavior: ... WILL TRANSFER CONCEPTS, PRINCIPLES AND GENERALIZATIONS FROM ONE SITUATION TO ANOTHER

... will speculate upon the causes of problems

... will transmit information acquired through individual research

Level: Inter/Jr Structure: Group/Individual

Strategy

You are an assistant to Leonardo da Vinci. Study the drawings your master has made and his experiments to date, regarding his studies of flight. Summarize his principles, concepts and generalizations on the subject. Make corrections and additions according to any more advanced information which you may have unearthed. Speculate on the reasons why he was not totally successful in his experiments. How would his success have revolutionalized his era? What effects has it had upon our time?

C Ct 2f Synthesis

Behavior: ... WILL MAKE LOGICAL GENERALIZATIONS BASED UPON A SYNTHESIS OF AVAILABLE INFORMATION

... will gather facts appropriate to a selected subject or question

... will transmit ideas and opinions on specified issues

Level: Inter/Jr Structure: Group/Individual

Strategy

The United States Space Program has generated much controversy regarding its continuation. Study the successes and failures of the many aspects of this revolutionary program. Write a letter to the President, either requesting its continuation or expressing your conviction that all future funding be terminated. Be as persuasive and logical as you can in defending your point of view.

C Ct 2g Synthesis

Behavior: ... WILL RECOGNIZE AND COMBINE THE NECESSARY ELEMENTS OF RESEARCH

... will pose questions which seek to clarify information, stimulate further examination and/or generate new ideas

... will recognize the interrelationships of ideas and/or data

Level: Inter/Jr Structure: Group/Individual

Strategy

You are living during the Reformation and have been challenged by the Pope to justify the validity and necessity of the Reformation and the rise of Protestantism. Investigate all aspects of the Reformation. Analyze and validate the data collected and outline the main arguments for your case. Present it in the form of a public proclamation.

C Ct 2i,m Synthesis

Behavior: ... WILL DISCOVER A NEW PATTERN OF IDEAS BY DRAWING ON INFORMATION FROM PAST AND PRESENT EXPERIENCES

... WILL DEVELOP A THEORY OR PRINCIPLE OF OPERATION ABOUT A PARTICULAR AREA OF CONCERN

... will generate a variety of solutions to a problem situation

Level: Inter/Jr Structure: Group/Individual

Structure:

We are in the midst of an environmental/energy revolution. The environmentalists have won their fight to prevent the widespread mining and use of coal and oil shale on North America. The oil supplies from the OPEC countries are becoming increasingly difficult and expensive to import. Study all other available/conceivable sources of energy and decide on the one which you feel is most feasible. Investigate all aspects of it and develop a plan for implementing its development as a viable and inexpensive source of energy.

C Ct 2h,k Synthesis

Behavior: ... WILL COMBINE CONCEPTS, PRINCIPLES AND GENERALIZATIONS

... WILL DEVELOP A NEW PATTERN OF IDEAS BASED UPON A RESTRUCTURING OF EXISTING SYSTEMS

... will recognize unified and balanced relationships in selected works of art.

Level: Inter/Jr Structure: Group/Individual

Strategy

Giotto is considered to be the first "modern" painter. By comparing examples of his work with those of medieval illuminators and altar painters, who preceeded him and were his contemporaries, generate a list of the differences. Are there any similarities? Consider composition, media used, subject manner, intention or "message" (e.g. the creation of two and three dimensional impressions, if any and the effects of juxtaposition of subjects and colors, the use of colors, feelings evoked, etc). Using the concepts, principles and generalizations which you come up with, create a painting or illustration in the style of either Giotto or a medieval artist. Your subject should be a present day issue about which you feel strongly.

C Ct 2l,o Synthesis

Behavior: ... WILL FORMULATE HYPOTHESES BASED UPON COLLECTED DATA

... WILL SPECULATE UPON THE RESULTS OF A PARTICULAR ACTION OR DECISION

... will draw appropriate conclusions based upon an analysis of information available

Level: Inter/Jr Structure: Group/Individual

Strategy

It is the year 1782 and the British have finally crushed the rebellion in the American colonies. Speculate on the resulting consequences of this victory in the short and long terms. What changes in policy would the central London government have to make in order to avoid future unrest? Present your suggestions in the form of a calligraphed manuscript.

Behavior: ... WILL MAKE VALID PREDICTIONS BASED UPON AVAILABLE INFORMATION

... will recognize the importance of accuracy in verbal descriptions

... will clarify an idea by providing an illustration or example

Level: Inter/Jr Structure: Group/Individual

Strategy

With your class, make a list of historical and contemporary figures who fascinate or interest you. Write thumb-nail descriptions of each one, emphasizing principal events and actions, and main traits or characteristics. Read Dante's "Divine Comedy" (or a detailed summary) and on the basis of your descriptions, assign each person to an appropriate ring in Heaven, Hell or Purgatory. Justify your choices of locations.

C Ct 3a,b,q Evaluation

Behavior: ... WILL DEVELOP STANDARDS TO EVALUATE THE QUALITY OF THE WORK OF SELF OR OTHERS

... WILL APPLY SELF-DEVELOPED STANDARDS TO EVERYDAY EVENTS

... WILL EVALUATE BOTH SIDES OF A PARADOXICAL IDEA OR SITUATION

Level: Inter/Jr Structure: Group/Individual

Strategy

There is an old French saying, "The more things change the more they remain the same". Using a revolution you have researched as a guideline set up your criteria to judge whether or not changes have resulted. Apply your criteria to the particular revolution which you have researched. Was it a successful revolution according to the standards you developed? Find an interesting way to present your data.

C Ct 3c,s Evaluation

Behavior: ... WILL APPRAISE THE QUALITY OF WORK COMPLETED BY SELF OR OTHERS IN THE FOLLOWING AREAS: (i) ORGANIZATION, (ii) CONTENT, (iii) CREATIVITY, (iv) EFFORT, (v) APPROPRIATENESS FOR ABILITY, (vi) ALTERNATIVES FOR FURTHER STUDY

... WILL EVALUATE THE IMPACT OF A SPECULATIVE SITUATION

... *will transmit ideas or opinions on specified issues*

Level: Inter/Jr Structure: Group/Individual

Strategy

Compare the definitions of "revolution" from several different sources. Discuss these with your class. Assume a revolution is going to take place in your country within the next 50 years. Anticipate what kind of revolution this might be. Organize a verbal/non-verbal essay on the topic. With your teacher develop an evaluation form for your presentation and assess your effort.

C Ct 3d,e Evaluation

Behavior: ... WILL ASSESS THE ORGANIZATION OF INFORMATION

... WILL ASSESS THE CONTENTS OF INFORMATION

... will identify the motives of an author or speaker

Level: Inter/Jr Structure: Group/Individual

Strategy

Check the newspaper for an editorial dealing with a political revolution. Compare this to another non-editorial article on the same issue. Assess the content of both, seeing if the editorial is consistent with the other article. Choose the words from the editorial which would make it likely to sway someone's opinion. Place the list in a prominent spot in the room. You can add to it as the unit progresses.

C Ct 3f Evaluation

Behavior: ... WILL ASSESS THE DESIRABILITY OF AN ACTION/DECISION

... will use different kinds of reliable sources within a library

... will collect data as supportive evidence or in answer to a question

Level: Inter/Jr Structure: Group/Individual

Strategy

Find out about the problems brought on by the Industrial Revolution, regarding child labor. Combining a variety of media, assess the desirability of child labor. Does it exist today? If so, in what form and why? Compare this to the child labor of the Industrial Revolution. Would you change the current labor laws, why or why not?

C Ct 3g Evaluation

Behavior: ... WILL ASSESS THE EFFECTIVENESS OF AN ACTION/DECISION

... will utilize references appropriate for a selected topic

... will generate a variety of solutions to real and contrived problem situations

Level: Inter/Jr Structure: Group/Individual

Strategy

Imagine yourself a time traveling historian. Select a period and place in history in which a revolution occured. After reading several sources (see Bibliography) on this event, develop a survey you would administer to a randomly selected group of individuals during this time period and again 10 years later. The purpose of this survey would be to evaluate the direct and indirect effects of the revolution.

C Ct 3h,k Evaluation

Behavior: ... WILL EVALUATE ALL ALTERNATIVES TO SELECT THE BEST IN A GIVEN SITUATION

... WILL EVALUATE PERSONAL DECISIONS BASED ON AVAILABLE DATA

... will accept responsibility for own actions and ideas

Level: Inter/Jr Structure: Group/Individual

Strategy

A revolution can be defined as an activity which brings about fundamental change. We therefore, can experience revolutions in our daily lives; for example, when we want to alter an entrenched habit (procrastinating), improve a consistently poor grade or make amends with a long time antagonist. Select one such situation in your life and list the ways you would go about effectively making a fundamental change. Evaluate the alternatives and select those which appear the best. Implement your plan and evaluate your decision and its implications.

C Ct 3 i,j,l Evaluation

Behavior: ... WILL JUDGE THE VALIDITY OF IDEAS

... WILL PROVE OR DISPROVE A STATEMENT BY PRESENTING EVIDENCE

... WILL WEIGH DIFFERENT IDEAS OR POINTS OF VIEW

Level: Inter/Jr Structure: Group/Individual

Strategy

As a group discuss what you know about the Boston Massacre. List what each group member considers to be fact. Do not at this point try to separate fact from non-fact. Take a position on the issue, either pro-British or pro-American. Find as much evidence to support your stand as possible using documentation. Afterwards read "War, Propaganda and the American Revolution", from Persuasion and Propaganda. Evaluate your position. Why do you think there was a discrepancy in information? Analyze the role propaganda played in the American Revolution.

C Ct 3m,p Evaluation

Behavior: ... WILL DIFFERENTIATE BETWEEN FACT AND OPINION, OFFERING VALID JUSTIFICATION FOR EITHER

... WILL SUPPORT OFFERED CRITICISM WITH FACT AND LOGIC

... will collect data as supportive evidence

Level: Inter/Jr Structure: Group/Individual

Strategy

Based upon the information you have gathered on revolutions, differentiate the statements of fact and those of opinion from the previous strategy. Discuss what makes a fact and what makes an opinion. Substantiate your answers.

C Ct 3o Evaluation

Behavior: ... WILL SUPPORT OFFERED CRITICISM WITH FACT AND LOGIC

... will appropriately contribute to a group discussion

... will tolerate different points of view

Level: Inter/Jr Structure: Group/Individual

Strategy

Discuss the above presentations and their critiques. What methods for critiquing was most successful from an intellectual point of view? From an affective point of view? Develop a poster to be displayed in the classroom which would indicate guidelines for constructive criticism.

C Ct 3n Evaluation

Behavior: ... WILL DISCRIMINATE BETWEEN CONSTRUCTIVE AND DESTRUCTIVE CRITICISM

... will develop public speaking skills

... will evaluate feedback to determine the accuracy of communication

Level: Inter/Jr Structure: Group/Individual

Strategy

Research one of the popular equal rights movements (e.g. women's, civil rights, handicapped). Divide into two groups. One will present its position on a selected movement and the other will critique it. The presentation should be a multi-media one. Then, reverse roles and repeat the process with a different movement.

Behavior: ... WILL ASSESS THE ACCURACY WITH WHICH CONCLUSIONS ARE SUPPORTED

... will define areas of commonality for purposes of classification

... will effectively express ideas and feelings non-verbally

Level: Inter/Jr Structure: Group/Individual

Strategy

Think about the three figures, Christ, Moses and Ghandi. Discuss and make notes of the common factors which apply to all three. Make a collage of pictures which would show this. What conclusions could you draw about the kind of revolution in which they became involved? Show support for these conclusions.

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CREATIVITY

Uniformly Different

Man's ability to be creative is perhaps one of the most important survival skills. Civilizations have distinguished themselves throughout history by their ability to cope creatively with their problems and to express themselves creatively in the arts. The cornerstone of progress is chiseled from this quality.

Creativity in PEGASUS is comprised of the four facets of fluency, flexibility, originality and elaboration. Gifted students need to establish their skills in these areas if they want to use their intellectual abilities in the most effective way.

The theme for creativity revolves around dress and is called "Uniformly Different". Countries, organizations, religions and communities have shown their capacity for creative expression in the way their members have adorned themselves, produced their attire and advocated its use.

The unit "Uniformly Different" takes into consideration not only clothing, but also accessories, hair styles/pieces and jewelry. Additionally it looks at the manufacturing and promotional aspects of dress and delves into its nature and purpose.

Dress originated primarily for protection against the elements. It has, however, evolved into a reflection of economic, political, philosophical, religious and sociological influences. It affords the gifted student an opportunity to explore these relationship and to apply his/her creative talents.

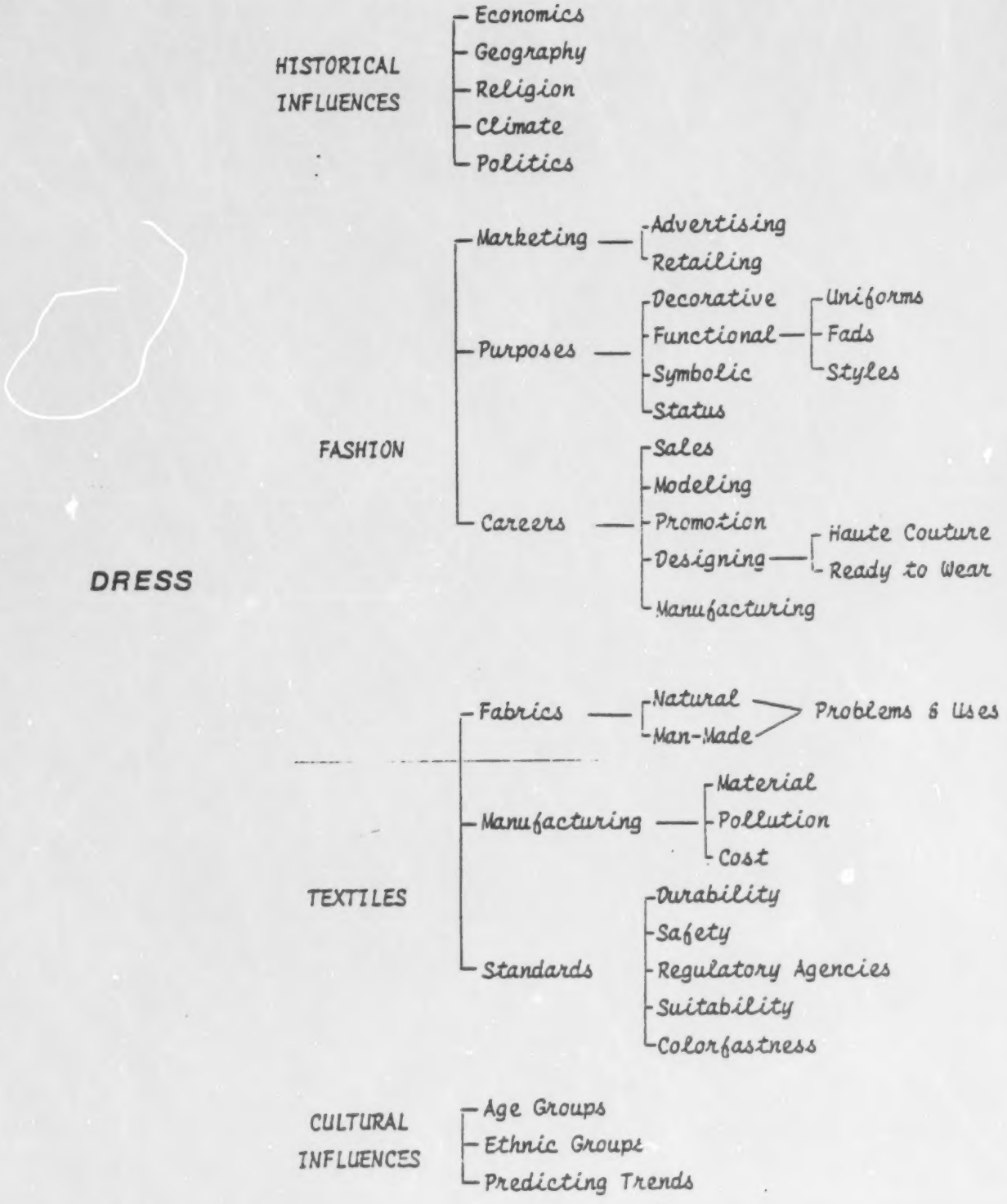
Goals for Creativity

To generate numerous different ideas

To display versatility in thought

To generate unique ideas

To expand upon both innovative and conventional ideas


DRESS
HISTORICAL INFLUENCES
Economics
Geography
Religion
Climate
Politics
FASHION
Marketing
Advertising
Retailing
Purposes
Decorative
Functional
Uniforms
Fads
Styles
Symbolic
Status
Careers
Sales
Modeling
Promotion
Designing
Haute Couture
Ready to Wear
Manufacturing
TEXTILES
Fabrics
Natural
Man-Made
Problems & Uses
Manufacturing
Material
Pollution
Cost
Standards
Durability
Safety
Regulatory Agencies
Suitability
Colorfastness
CULTURAL INFLUENCES
Age Groups
Ethnic Groups
Predicting Trends

C Cr 1a,b Fluency

Behavior: ... WILL DEVELOP THE ABILITY TO USE BRAINSTORMING TECHNIQUES

... WILL GENERATE A VARIETY OF ALTERNATIVE SOLUTIONS TO REAL AND CONTRIVED PROBLEM SITUATIONS

... will contribute towards the attainment of the goals of a particular dyad or group

Level: Pri/Inter/Jr Structure: Group

Strategy

Your school has decided to regulate the dress of its students. All students must wear the same style, color and fabric of clothing to school everyday. You may differentiate between the outfits for boys and girls but it is not necessary. Each class is permitted to submit one suggestion for consideration. Brainstorm possibilities, narrow your choices through critical analysis and arrive at a consensus. Discuss the process of arriving at a consensus.

C Cr 1c,f,p Fluency

Behavior: ... WILL FORMULATE A LIST OF ATTRIBUTES WHICH PERTAIN TO A PARTICULAR IDEA OR CONCEPT

... WILL FORMULATE A VARIETY OF CONTRADICTIONS/PARADOXES PERTAINING TO A GIVEN CONCEPT OR IDEA

... WILL UNDERSTAND THE ADVANTAGES OF BRAINSTORMING

Level: Pri/Inter/Jr Structure: Group/Individual

Strategy

Brainstorm the reasons why humans wear clothes. Write down each reason on the blackboard and after the brainstorming session list examples which contradict each reason. Decide what reasons were original motivators and how the function of clothing has changed through the ages. Find a partner and select one purpose for clothing. Design a timeline with pictures and drawings of your chosen purpose.

C Cr 1d,e Fluency

Behavior: ... WILL FORMULATE A LIST OF PROS AND CONS PERTAINING TO A PARTICULAR IDEA OR CONCEPT

... WILL DEVELOP A LIST OF CONSEQUENCES WHICH WOULD RESULT FROM A GIVEN ACTION

... will plan and conduct personal interviews

Level: Inter/Jr Structure: Group/Individual

Strategy

As a class, develop a list of pros and cons for having a school uniform. What effects would this have on the school? Conduct a survey or interview students from schools which require uniforms, their parents, teachers and the principal. Also list reasons why people wear uniforms. Present your information visually.

C Cr 1g,i,m Fluency

Behavior: ... WILL DEVELOP A LIST OF POSSIBILITIES WHICH WOULD RESULT FROM A HYPOTHETICAL SITUATION

... WILL FORMULATE A LIST OF QUESTIONS WHICH ONE WOULD LIKE ANSWERED ABOUT A PARTICULAR TOPIC

... WILL DEVELOP WRITTEN FLUENCY (i.e. A FLOW OF WRITTEN IDEAS)

Level: Inter/Jr Structure: Group/Individual

Strategy

Examine the difference in fashion through the ages. Formulate possible hypotheses for the differences in dress between the sexes from period to period. Next, make a list of questions pertaining to this topic which you would like answered. After referring to several of the sources listed in the bibliography, answer your questions by developing a written essay on the reasons for dress differences between the sexes. Make sure you take a position on whether or not this is desirable and/or necessary.

C Cr 1h,l Fluency

Behavior: ... WILL FORMULATE A VARIETY OF APPROPRIATE QUESTIONS RELATING TO A PARTICULAR ISSUE

... WILL EXPAND ONE'S VOCABULARY

... will design an original model of a system based upon a study of various existing systems

Level: Inter/Jr Structure: Group/Individual

Strategy

Develop a series of questions and answers on the topic, Dress. Vary the difficulty of the questions so that they can be assigned different point values, as in the T.V. game "Jeopardy." Use information collected relating to dress. Select categories including one on vocabulary. Develop game rules and make posters announcing the contest.

C Cr 1j,o Fluency

Behavior: ... WILL ACCEPT THE POSSIBILITY OF MORE THAN ONE RIGHT ANSWER

... WILL RECOGNIZE IN WHAT INSTANCES BRAINSTORMING IS THE MOST EFFECTIVE TECHNIQUE

... will present information collected with clarity

Level: Inter/Jr Structure: Group/Individual

Strategy

Consider why discrimination occurs because of dress. Discuss the reasons for dress codes and restrictions. Brainstorm situations in which dress requirements are necessary. With a partner, select one organization which imposes a dress code. Compile your data and present it to the class.

C Cr 1k Fluency

Behavior: ... WILL BE AWARE OF THE DIFFERENT CONNOTATIONS HELD BY THE SAME WORDS OR PHRASES

... will translate information from one form into another

... will appropriately contribute to group discussion

Level: Inter/Jr Structure: Group/Individual

Strategy

Consider the uses of the word "dress" within the following contents: dress rehearsal, dress a turkey, dress up, dress right, dress down, dress circle, field dress. Discuss their meanings. See how many other connotations for dress you can find. Design a collage of pictures which would represent all the differences in use of this word.

C Cr 1n Fluency

Behavior: ... WILL DEVELOP EXPRESSIONAL FLUENCY BY USING: (i) SIMILES, (ii) HYPERBOLE, (iii) METAPHORS, (iv) ANALOGIES

... will prove a particular idea, principle or generalization

... will differentiate cause and effect from other sequential relationships

Level: Inter/Jr Structure: Group/Individual

Strategy

Dress reflects the personalities and moods of its wearers. The way in which people adorn their heads also reflects personality and mood. Using only headwear, stage a puppet show examining various made-up characters. Include in the dialogue similes, hyperboles, metaphors and analogies on the topic of dress.

C Cr 2a,b,d Flexibility

Behavior: ... WILL GENERATE A VARIETY OF APPROACHES TO ARRIVE AT A GIVEN SOLUTION

... WILL CONSIDER NEW AND DIFFERENT APPROACHES TO A GIVEN PROBLEM

... WILL USE THE PROCESS OF MAGNIFICATION TO CHANGE AN IDEA OR CONCEPT

Level: Pri/Inter/Jr Structure: Group

Strategy

One 1979 fashion fad was based on the then current "jogging craze". Discuss the meaning of the word "fad" and the past and present fads in your school. Look at your classmates' outfits. Could any be classified as the current "fad"? Does anyone have clothes in his/her closet which are unwearable because they are out of style? Break into two groups and decide on a fad which you will start in your school. Outline a plan of attack and agree on a time period after which you will evaluate the fad.

C Cr 2i,l Flexibility

Behavior: ... WILL DEVELOP CONFIDENCE TO CHANGE HABITS WHEN APPROPRIATE

... WILL APPLY A PRINCIPLE OR CONCEPT TO AREAS OTHER THAN THE ONE IN WHICH IT WAS INTRODUCED

... will collect data as supportive evidence or in answer to a question

Level: Pri/Inter/Jr Structure: Group

Strategy

After completing the preceding activity, survey the school to see how well the fad "caught on". Analyze the results. If your strategy did not work, what alternative techniques could you try? If your strategy was successful, try the same technique to introduce a particular library book or author to the school population.

C Cr 2e Flexibility

Behavior: ... WILL BE AWARE OF THE ADAPTABILITY OF A SINGLE PERSON, PLACE OR THING TO MANY DIFFERENT KINDS OF USES

... will compare predictions with collected data

... will modify hypotheses as a result of new evidence

Level: Pri/Inter/Jr Structure: Group

Strategy

Your family is moving to another area for a year. The fuel shortage has caused severe restraints on the amounts of goods which can be shipped from one place to another. For this reason you are allowed to pack only one suitcase of clothes. Make a preliminary list of clothes you would take. What were your criteria? Select a card on which is written a location in terms of its latitude and longitude only. Find out information about this location and revise your preliminary list giving reasons for your choices.

C Cr 2n,f Flexibility

Behavior: ... WILL ADJUST TO A DIFFERENT POINT OF VIEW OR IDEA

... WILL GENERATE MANY DIFFERENT CONSEQUENCES FOR A GIVEN DECISION OR ACTION

... will gather facts appropriate to a selected subject or question

Level: Inter/Jr Structure: Group

Strategy

Divide into 2 groups. While one group researches the production of "natural" fibers (e.g. wool, cotton), the other will research synthetics (e.g. nylon, polyester). Your research should include interviews with historical organizations, textile manufacturers, dress designers, etc. Present your findings in the form of a debate (natural fibers versus synthetics) including such ramifications as pollution, chemical related diseases, waste products and care of materials.

C Cr 2g,m Flexibility

Behavior: ... WILL GENERATE A VARIETY OF ALTERNATIVE SOLUTIONS TO REAL AND CONTRIVED PROBLEM SITUATIONS

... WILL DEVELOP AN ABILITY TO SHIFT APPROACHES OR CHANGE DIRECTIONS IN OWN THINKING

... will assess the content of information

Level: Inter/Jr Structure: Individual

Strategy

You have just graduated from Princeton University and have won a position as guest fashion editor for a top magazine. Based upon your research in the preceding activities predict "in" styles of 1989 including probable prices, fabric and colors and also create a fashion layout or a series of advertisements based on your predictions. What criteria did you use to make your predictions?

C Cr 2j,c Flexibility

Behavior: ... WILL EXPLORE UNEXPLAINED OR UNKNOWN CONCEPTS

... WILL USE THE PROCESS OF MINIFICATION TO CHANGE AN IDEA OR CONCEPT

... will classify the elements of a situation

Level: Inter/Jr Structure: Group/Individual

Strategy

Discuss the cliché "Clothes make the man", in relationship to brand names. Brainstorm various brand names. Follow-up with a discussion of what "brand name" symbolizes. Design and conduct a survey to determine the impact, if any, the concept of brand names has on your classmates. Put the brand names in a taxonomy.

C Cr 2k,h Flexibility

Behavior: ... WILL INTERPRET INFORMATION IN A VARIETY OF WAYS

... WILL DEVELOP ALTERNATIVE FORMATS FOR PRESENTING INFORMATION

... will draw appropriate conclusions based upon an analysis of information available

Level: Inter/Jr Structure: Group/Individual

Strategy

You have just graduated from the school of podiatry and have been given a a grant to study the effects of styles and customs in footwear throughout the ages (e.g. foot binding, shoe construction and materials used). Analyze the reasons for unusual footwear styles and their physical effects. Account for these practices by considering the philosophy of the time, social class, economics and religion. Present your findings using both two-dimensional and three-dimensional formats.

C Cr 2o Flexibility

Behavior: ... WILL PLAY THE " DEVIL'S ADVOCATE"

... will collect data as supportive evidence in answer to a question

... will identify different aspects of a problem

Level: Inter/Jr Structure: Group/Individual

Strategy

You are one of Nader's Raiders. Select one of the synthetic fabrics debated in the preceding activity. Develop a consumer protection campaign and make a list of problems and dangers inherent in the product. Conduct the campaign and evaluate its effects.

C Cr 3a,d Originality

Behavior: ... WILL COMBINE COMMON THINGS IN UNUSUAL WAYS

... WILL CREATE A SPECIFIED PRODUCT OR IDEA BY COMBINING NEW AND UNUSUAL IDEAS

... will transmit information acquired through individual research

Level: Pri/Inter/Jr Structure: Group/Individual

Strategy

After studying the fashions from the 1900's and 1960's select what you consider to be the best aspects of each era. Design a wardrobe based upon these aspects. Share your ideas with the class in some visual way.

C Cr 3b,c Originality

Behavior: ... WILL GENERATE UNUSUAL RESPONSES TO A GIVEN PROBLEM

... WILL GENERATE UNUSUAL ANSWERS TO QUESTIONS WHEN APPROPRIATE

... will clarify an idea by providing an illustration or example

Level: Inter/Jr Structure: Group/Individual

Strategy

You have been appointed fashion editor of a new magazine. Its first issue is to come out late in 1799. Design your first three articles, with illustrations, bearing in mind the political and social events of the time and the proximity of a new century for the new America.

C Cr 3 e,f,g Originality

Behavior: ... WILL USE THE PROCESS OF MAGNIFICATION TO CHANGE A CONCEPT OR IDEA

... WILL USE THE PROCESS OF MINIFICATION TO CHANGE A CONCEPT OR IDEA

... WILL USE FAMILIAR OBJECTS DIFFERENTLY FROM THEIR INTENDED PURPOSE

Level: Pri/Inter/Jr Structure: Group/Individual

Strategy

Take a common three-cornered scarf and identify all the possible ways in which you know it is used relating to dress. Then alternately magnify and minify it so that unique uses are generated. Select one such use and try to implement it.

C Cr 3h Originality

Behavior: ... WILL CREATE A UNIQUE PRODUCT OR IDEA BY COMBINING UNUSUAL IDEAS AND MATERIALS

... will document information provided in a study

... will identify different aspects of a problem

Level: Inter/Jr Structure: Group/Individual

Strategy

You are stranded on an island in the Caribbean after a shipwreck. The only clothes you have are those you are wearing, but they are very tattered and will not last. Your problem is to create a set of functional clothing for yourself, keeping in mind that most plant leaves are not very strong and therefore not suitable for clothing. You might need to do some reading about the Carribean before you begin. The clothing will be judged on practicality, durability, attractiveness and originality.

C Cr 3i Originality

Behavior: ... WILL REVERSE THE QUESTION-ANSWER PROCESS BY FORMULATING QUESTIONS FROM A GIVEN SET OF ANSWERS

... will define areas of commonality for the purpose of classification

... will breakdown a whole into its component parts

Level: Inter/Jr Structure: Group/Individual

Strategy

View the latest fashions from Paris. Can they be classified in any ways? Are there any common features? Select four different garments and generate a list of questions each designer might have asked while he was developing his creation. Consider such aspects as when and where it would be worn, possible fabrics, production costs, trendsetting potential and variety of accessories.

C Cr 3j Originality

Behavior: ... WILL QUESTION AN OLD METHOD OF OPERATION TO LEAD TO A NEW ONE

... will identify different aspects of a problem

... will speculate upon the results of a particular action or decision

Level: Inter/Jr Structure: Group/Individual

Strategy

Just as many people today borrow books from libraries, so people also rent outfits for one day's wear (e.g. wedding gowns or tuxedos). Develop and present a plan to introduce a similiar method of renting everyday clothes and to phase out clothing departments in stores. How feasible is your plan? What are the pros and cons?

C Cr 3k Originality

Behavior: ... WILL RELATE UNCONNECTED INFORMATION TO DEVELOP A NEW IDEA OR CONCEPT

... will recognize the interrelationships of ideas and/or data

... will evaluate all alternatives to select the best in a given situation

Level: Pri/Inter/Jr Structure: Group/Individual

Strategy

A small colony is to be established on the moon. A send-off party is being arranged. The local paper is sponsoring a competition to design a uniform for the cheerleaders. Each design must include features associated with the new colony, space travel or some aspect of astronomy.

C Cr 3l Originality

Behavior: ... WILL RECOGNIZE WHEN AN UNUSUAL SOLUTION IS APPLICABLE OR PRACTICAL

... will evaluate all alternatives to select the best in a given situation

... will develop standards to evaluate the quality of the work of self or others

Level: Inter/Jr Structure: Group/Individual

Strategy

You are on the panel of the local paper's competition in the preceding activity. You must select the most unusual and practical uniform design, with justifications for your choice.

Behavior: ... WILL FORMULATE A NEW ORDER TO BE IMPOSED UPON AN EXISTING IDEA OR CONCEPT

... will evaluate all alternatives to select the best in a given situation

... will translate information from one form into another

Level: Inter/Jr

Structure: Group

Strategy

You and your partner are about to open a new Disco in town. However, you want it to be different and so you have decided to impose a dress code on all who enter. Draw up your code and present it as a poster.

C Cr 4a Elaboration

Behavior: ... WILL USE FAMILIAR OBJECTS DIFFERENTLY FROM THEIR INTENDED PURPOSE

... will draw upon experience in a problem-solving situation

... will combine common things in unusual ways

Level: Pri/Inter/Jr Structure: Group/Individual

Strategy

In the Eighteenth Century, some of the ladies' hairstyles could be described as "fantastic." Generate a list of objects which are typical of today's way of life and incorporate them into a series of hairstyles in the manner of the Eighteenth Century.

C Cr 4b Elaboration

Behavior: ... WILL COMBINE COMMON THINGS IN UNUSUAL WAYS

... will generate a variety of solutions to real and contrived problem situations

... will consider/test possible solutions to an identified problem

Level: Pri/Inter/Jr Structure: Group/Individual

Strategy

Your class is to have a fancy dress party. You may not buy or borrow anything. You may use only things which are normally found in your bedroom. Experiment with different combinations and come up with an imaginative costume. Enjoy the party!

C Cr 4c Elaboration

Behavior: ... WILL PROVIDE DETAIL WITH ACCURACY AND COMPLETENESS

... will create a specified product by combining new and unusual ideas

... will gather facts appropriate to a selected subject

Level: Inter/Jr Structure: Group/Individual

Strategy

Select a man-made fiber. Study all aspects of its creation, uses and care. You may need to visit a college of textiles, write to a manufacturer or consult a consumer guide. Design a bulletin board to demonstrate your findings. Show every stage of its manufacture and include all material components. Pinpoint its special characteristics and show examples of how it may be used. Samples may be included. Are there special laundering instructions or inherent dangers or problems?

C Cr 4d Elaboration

Behavior: ... WILL PROVIDE DETAIL TO ENHANCE MEANING OR UNDERSTANDING

... will explore complex concepts

... will integrate ideas from different areas

Level: Inter/Jr Structure: Group/Individual

Strategy

The way people dress is said to reflect the economic climate. Survey changing styles over the last 40 years. Pinpoint specific features of fashion in different eras. Examine and compare such features as length of dress, width of lapel, the presence or absence of cuffs, the fullness of shirt and skirt etc. Now survey the economic developments of each era. Concentrate on the Stock Market's rise and fall, recessions, depressions, affluence, poverty, political and social factors such as change in government, wars, etc. Design a chart to show the connection between the economical climate and the fashions of each era.

C Cr 4e Elaboration

Behavior: ... WILL EMBELLISH AN IDEA, CONCEPT OR QUESTION

... will appropriately contribute to a group discussion

... will facilitate the input of other group members

Level: Pri/Inter/Jr Structure: Group

Strategy

Select an unadorned item of clothing from a fashion magazine. In turns, each person in your group must add a detail to enhance the article of clothing. Discuss the results.

C Cr 4f, Elaboration

Behavior: ... WILL EMBELLISH AN OBJECT OR IDEA TO MAKE IT MORE INTERESTING OR STIMULATING TO OTHERS

... Will combine common things in unusual ways

... will modify information and/or material to result in a unique product

Level: Inter/Jr Structure: Group/Individual

Strategy

You have been asked by the fashion magazine "Mod" to prepare a series of designs for fingernails. You may advocate the use of nail polish but must incorporate other material objects to make an evocative splash for the first issue.

C Cr 4g,i Elaboration

Behavior: ... WILL IMPROVE UPON AN IDEA OR CONCEPT BY MODIFYING IT

... WILL MODIFY AN IDEA, QUESTION OR CONCEPT

... will assess self-preferences

Level: Inter/Jr Structure: Group/Individual

Strategy

Consider your own physical characteristics (e.g. eye and hair coloring, skin tones, height, weight, length of limbs and torso). Try to look at yourself as objectively as possible. Refer to a fashion guide for ideas and suggestions on matching colors, designs of fabrics and the shape and cut of clothing to figure and color types. Now examine your own wardrobe. How do your outfits reflect the suggestions in the guide? A Polaroid camera could assist you in comparing the appropriateness or unsuitability of your present outfits to your characteristics.

C Cr 4j Elaboration

Behavior: ... WILL STRETCH OR EXTEND AN IDEA OR CONCEPT

... will appreciate the value of own work/ideas

... will develop confidence to change habits when appropriate

Level: Inter/Jr Structure: Group/Individual

Strategy

On the basis of your observations in the preceding activity, remove from your wardrobe those clothes and accessories which do not suit your figure and coloring. Plan your future wardrobe bearing in mind your good characteristics, the more stable features of present fashions trends and a limited budget. You may attach sketches to your final plan.

C Cr 4h Elaboration

Behavior: ... WILL FILL IN GAPS IN INFORMATION

... will gather facts appropriate to a selected subject or question

... will become familiar with community resources relating to a selected topic

Level: Inter/Jr Structure: Group/Individual

Strategy

Select a historical period. Study the fashions of men, women and children of the time. What articles of clothing were you unable to find? Make sketches to show clothing not normally illustrated (underwear, footwear, night-wear and working clothes). You may wish to visit the fashion wing of a museum and talk to the curator.

C Cr 4k Elaboration

Behavior: ... WILL DESCRIBE A SITUATION AS IT MAY EXIST IN THE FUTURE AFTER EXAMINING A CONTEMPORARY SITUATION

... will design original models of a system based on study of existing systems

... will formulate hypotheses based upon collected data

Level: Inter/Jr Structure: Group/Individual

Strategy

On the basis of your conclusions in the preceding activity, do you see any patterns of recurring change? Can they help predict the future? Summarize in visual form how fashions may look 10, 20, or 50 years from now.

Behavior: ... WILL REALIZE THAT IT IS OFTEN NECESSARY TO DETACH ONESELF FROM A PROBLEM IN ORDER TO SOLVE IT

... will develop a theory or principle of operation about a particular area of concern

... will sequence or order aspects of a problem

Level: Inter/Jr Structure: Group/Individual

Strategy

Make a collage showing fashions from today's magazines (e.g. "Vogue", "Harper's Bazaar", "Elle", "Glamour", Mademoiselle", "Sports Illustrated" and "Esquire"). Survey past issues and from the same magazines retrieve illustrations of fashions which were, at the time of publication, considered to be "outrageous" (e.g. mini skirt). Draw a time line to compare the time span between original creations and their acceptance by the department stores. How can you explain the lapses?

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COMMUNICATION

JEST IN FUN

The ability to communicate is a complicated process. It involves a great deal more than the spoken or written language. We communicate through a variety of means, some overt, some covert. Unless these ideas are transmitted in some way, they remain an untapped resource. The gifted student has much to offer the world and needs to develop the skills of a verbal, non-verbal, interpretive, interpersonal and listening nature.

"Jest in Fun", which explores the various aspects of humor, has the thematic unit for communication in "PEGASUS". Humor has been a medium through which history, romance, religion, customs, economics and politics have been critiqued. Underlying the light-heartedness implied by the term "humor", there must be a quick, perceptive mind and a fine understanding of human nature.

The thematic unit should hold substantial appeal for the gifted student, while at the same time, strengthening and enriching his communication skills.

Goals for Communication

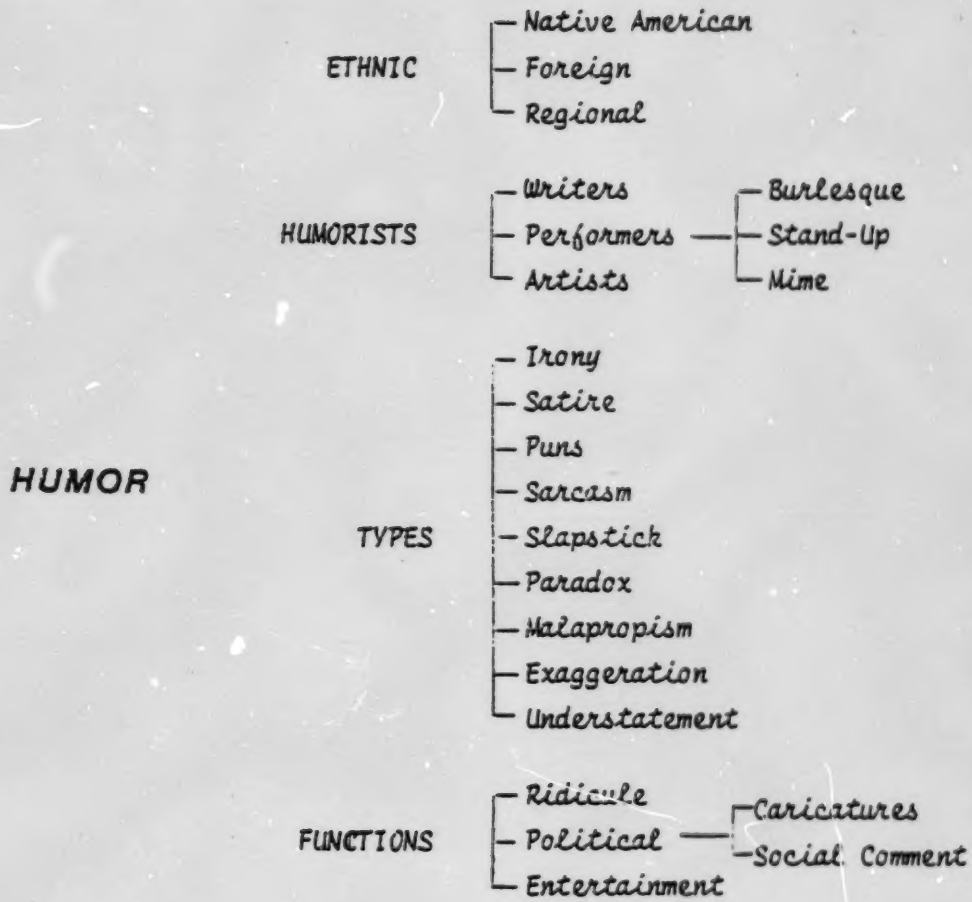
To develop verbal communication skills

To develop non-verbal communication skills

To develop effective interpretive skills

To develop interpersonal skills

To develop effective listening skills


HUMOR
ETHNIC
Native American
Foreign
Regional
HUMORISTS
Writers
Performers
Artists
Burlesque
Stand-Up
Mime
TYPES
Irony
Satire
Puns
Sarcasm
Slapstick
Paradox
Malapropism
Exaggeration
Understatement
FUNCTIONS
Ridicule
Political
Entertainment
Caricatures
Social Comment

C Co 1a Verbal

Behavior: ... WILL RECOGNIZE THE IMPORTANCE OF ACCURACY IN VERBAL DESCRIPTIONS
... will develop alternative formats for presenting information
... will modify information to result in a unique product

Level: Inter/Jr Structure: Group/ Individual

Strategy

Consider the two kinds of humor, exaggeration and understatement. Take a newspaper or magazine article and change it so that it becomes humorous by virtue of exaggeration and then do the same with understatement. Discuss why the inaccuracy of the passage made it amusing.

C Co 1b Verbal

Behavior: ... WILL APPROPRIATELY COMMUNICATE WITH OTHERS OF DIFFERENT AGE AND ABILITY LEVELS
... will organize logically information collected
... will create a specified product by combining new and unusual ideas

Level: Inter Structure: Group

Strategy

After discussing the differences among slapstick, satire and literal humor, develop a humorous skit for each of the three types. Show all three skits to three different age levels (Primary, Intermediate and Junior High). Take a survey to measure which type of humor appealed most to which group and analyze the results.

C Co 1c Verbal

Behavior: ... WILL PROPERLY SEQUENCE THE VARIOUS COMPONENTS OF A COMMUNICATION
... will develop an ability to shift approaches or change directions in own thinking
... will grasp the main idea of presented information

Level: Pri/Inter Structure: Group/Individual

Strategy

Given at least 5 separated frames of a comic strip, rearrange the frames to show the sequence of events. Is the comic strip still humorous if the order of the frames is changed? When provided with several paragraphs from a humorous article, rearrange them to show the sequence of thought. Try other arrangements and analyze the results.

C Co 1d Verbal

Behavior: ... WILL DIFFERENTIATE BETWEEN APPROPRIATE AND INAPPROPRIATE DISCUSSION
... will weigh different ideas or points of view
... will understand that a communication is open to various interpretations.

Level: Inter/Jr Structure: Group

Strategy

Part of humor's effectiveness lies in its appropriateness. When provided with several jokes and social situations, discuss which jokes would be inappropriate in which situations and why.

C Co 1e Verbal

Behavior: ... WILL CLARIFY AN IDEA BY PROVIDING AN ILLUSTRATION OR EXAMPLE.
... will transfer concepts from one situation to another
... will identify the motives of an author

Level: Inter/Jr Structure: Group/Individual

Strategy

Read a selection from each of the following authors:

Jonathan Swift
Will Rogers
Erma Bombeck

Describe the kinds of humorous techniques each employed. On a topic of your choosing, provide a written or spoken example of the kinds of humor which each writer displayed.

C Co 1f Verbal

Behavior: ... WILL EVALUATE FEEDBACK TO DETERMINE ACCURACY OF COMMUNICATION
... will appropriately contribute to a group discussion
... will identify an existing problem for a given situation

Level: Inter/Jr. Structure: Group/Individual

Strategy

Abbott and Costello's humor often stemmmed from misunderstanding. Listen to their famous "Who's On First" routine and discuss the accuracy of their communication and its effects.

C Co 1g Verbal

Behavior: ... WILL DEMONSTRATE AWARENESS OF VERBAL TECHNIQUES USED TO INFLUENCE THINKING (e.g., GLITTERING GENERALITIES, IRRELEVANT APPEALS, TESTIMONIALS, MUD-SLINGING, CARD-STACKING)
... will gather facts appropriate to a selected subject
... will establish a logical work sequence.

Level: Inter/Jr Structure: Individual

Strategy

Familiarize yourself with the following terms: glittering generalities, irrelevant appeals, mud-slinging, card-stacking. Develop a "State of the Union" message for the President of the United States which must include examples of all of the above, keeping in mind the role of humor in this speech.

C Co 1i Verbal

Behavior: ... WILL DEVELOP PUBLIC-SPEAKING SKILLS
... will accept constructive criticism from others
... will integrate ideas from different areas.

Level: Inter/Jr Structure: Group

Strategy

Read a book on public speaking (see Bibliography). Present the above speech to a group of your peers. Provide 2 or 3 of your classmates with an evaluation sheet for feedback covering the following areas: voice inflection, volume, gestures, projection, timing and content.

C Co 1j,k, Verbal

Behavior: ... WILL TRANSMIT IDEAS AND OPINIONS ON SPECIFIED ISSUES
... WILL TRANSMIT INFORMATION ACQUIRED THROUGH INDIVIDUAL RESEARCH
... will facilitate the input of other group members

Level: Inter/Jr Structure: Group

Strategy

Lead a classroom lesson/discussion about your "State of the Union" speech. You should deal with the skills needed for public speaking, techniques used to influence thinking by speakers and the difference in presentation between a humorous and a serious speaker. The final comparison can cover the areas listed on the previously mentioned evaluation sheet in the preceding strategy.

C Co 1h Verbal

Behavior: ... WILL DEVELOP AND PRESENT EXTEMPORANEOUS SPEECHES
... will develop the ability to use brainstorming techniques
... will implement effective body language

Level: Pri/Inter/Jr Structure: Group

Strategy

Consider the subject of humor with your class. Make a list of as many different topics relating to humor as you can. Write each topic on a piece of paper. Select a piece and present an extemporaneous speech on the subject written there.

C Co 1l Verbal

Behavior: ... WILL DIFFERENTIATE BETWEEN THE FOLLOWING FORMS OF DEBATE: CONVENTIONAL, CROSS-QUESTIONING, DIRECT CLASH, HECKLING.
... will evaluate both sides of a paradoxical issue
... will tolerate different points of view.

Level: Inter Structure: Group

Strategy

Consider the following paradox, "Humor Stems from Pain". With the teachers assistance, organize a debating team. Assume a position on this issue and develop the appropriate speeches.

C Co 1m,n,o Verbal

Behavior: .. WILL LEARN AND APPLY THE FOLLOWING DEBATING TECHNIQUES: FORMULATING AN AFFIRMATIVE CONSTRUCTIVE SPEECH, A NEGATIVE CONSTRUCTIVE SPEECH, AN AFFIRMATIVE REBUTTAL SPEECH, A NEGATIVE REBUTTAL SPEECH
... WILL LIST THE RESPONSIBILITIES OF THE CHAIRMAN OF A DEBATE
... WILL LIST QUESTIONS APPROPRIATE FOR USE IN DEBATE.

Level: Inter Structure: Group/Individual

Strategy

After staging the debate in the preceding strategy, critique it regarding speeches, questioning techniques, role position and content.

C Co 2a,b Non-Verbal

Behavior: ... WILL EFFECTIVELY EXPRESS IDEAS AND FEELINGS NON-VERBALLY

... WILL EVALUATE THE EMOTIONAL REACTION OF OTHERS

... will develop standards to evaluate the quality of the work of self or others

Level: Inter/Jr Structure: Group/Individual

Strategy

Create a cartoon, without using words, to illustrate a humorous story with a moral. Then, observe your peers' reaction to the class' cartoons. Develop a scale to measure their responses.

C Co 2e Non-Verbal

Behavior: ... WILL TRANSLATE VERBAL COMMUNICATION INTO ANOTHER MEDIUM

... will be willing to try difficult or challenging tasks

... will modify information and/or materials to result in a unique product

Level: Pri/Inter/Jr Structure: Individual

Strategy

Select a humorous incident. Illustrate it, without the use of words, using two of the following means: a movie, slideshow, photographs, drawings, paintings, sign language, mime or a model.

C Co 2c,d Non-Verbal

Behavior: ... WILL COMPARE DIFFERENT NON-VERBAL MEDIA

... WILL EVALUATE THE EFFECTIVENESS OF DIFFERENT NON-VERBAL MEDIA

... will make logical generalizations based upon a synthesis of available information

Level: Pri/Inter/Jr Structure: Individual

Strategy

Which of the presentations in the previous strategy were more effective? Why? What were their shortcomings? What were their strengths? Design a visual presentation of your findings.

C Co 2f Non-Verbal

Behavior: ... WILL APPLY KNOWLEDGE ACQUIRED THROUGH NON-VERBAL STIMULI, (e.g. ART, MUSIC) TO SOLVING PROBLEMS

... will draw appropriate conclusions based upon an analysis of information available

... will break down a whole into its component parts

Level: Inter/Jr Structure: Group/Individual

Strategy

Study a collection of cartoons from the Nineteenth century (e.g. Daumier). What can you learn about social customs and political events of the time? Classify your findings according to whether they are seen or implied.

C Co 2g Non-Verbal

Behavior: ... WILL EFFECTIVELY INSTRUCT A GROUP OF PEERS WITH THE USE OF AUDIO-VISUAL AIDS

... will discover a new pattern of ideas by drawing on information from past and present experiences

... will define areas of differences and commonality for the purpose of classification

Level: Inter/Jr Structure: Group/Individual

Strategy

Make a collection of contemporary cartoons which illustrate political events and social customs of our time. Compare this collection with those of the Nineteenth Century. Make a slide show with a taped commentary to show how cartoons from different periods are the same as well as different.

C Co 2h Non-Verbal

Behavior: ... WILL RECOGNIZE UNIFIED AND BALANCED RELATIONSHIPS IN SELECTED WORKS OF ART

... will develop a theory or principle of operation about a particular area of concern

... will gather facts appropriate to a selected subject or question

Level: Inter/Jr Structure: Group/Individual

Strategy

Study the works of art by these follwing artists: Claes Oldenburg, Marcel Duchamp, George Segal, De Chirico. Devise a way to demonstrate how each is well-balanced and unified in its design (e.g. symmetry, asymmetry, composition, use of diagonals, triangles, etc.).

C Co 2i Non-Verbal

Behavior: ... WILL DESIGN AN ORIGINAL METHOD OF EXPRESSING AN IDEA OR FEELING IN THREE DIMENSIONAL FORM

... will judge the best solution to a problem

... will identify an existing problem for a given situation

Level: Inter/Jr Structure: Group/Individual

Strategy

Create, in three-dimensional form, an illustration of the concept of humor. Use any materials and be as original as possible. Discuss it with your class.

C Co 2j Non-Verbal

Behavior: ... WILL DESIGN AN ORIGINAL METHOD OF EXPRESSING AN IDEA OR FEELING IN 3-DIMENSIONAL FORM

... will breakdown a whole into its component parts

... will recognize interrelationships of idea and data

Level: Inter/Jr Structure: Group/Individual

Strategy

Discuss with your class your concept of the term "amusing". Create in two-dimensional form an illustration of this concept. Be as original as possible.

C Co 2k Non-Verbal

Behavior: ... WILL CREATE AN ARTISTIC FROM (e.g. ARCHITECTURE, SCULPTURE, PAINTING) IN THE STYLE OF A GIVEN PERIOD (e.g. CUBISM OR IMPRESSIONISM)

... will transfer concepts, principles and generalizations from one situation to another

... will modify information and/or material to result in an unique product

Level: Pri/Inter/Jr Structure: Individual

Strategy

Select a painting by Cézanne. Sketch a copy of the painting. Then make a drawing or painting based on the subject in naturalistic form. Draw a humorous incident (e.g. a man slipping on a banana peel). Now convert your drawing into a painting in the style of Cubism.

C Co 2l Non-Verbal

Behavior: ... WILL DESIGN AN ORIGINAL METHOD OF EXPRESSING AN IDEA OR FEELING THROUGH MUSIC

... will breakdown a whole into its component parts

... will be willing to try difficult tasks

Level: Inter/Jr Structure: Individual

Strategy

Compose a piece of music which tells a funny story (you may want to study Dukas' "Sorcerer's Apprentice" or Lanchberry's "Tale of Beatrix Potter" or "La Fille Mal Gardée". Score your composition for various instruments and/or voices and teach it to a group of your non-musical peers.

C Co 2m Non-Verbal

Behavior: ... WILL EXPRESS FEELINGS AND IMAGINATION BY CREATING AN ORIGINAL WORK OF ART AFTER LISTENING TO MUSIC STIMULI

... will stretch of extend an idea or concept

... will embellish an idea, concept or question

Level: Pri/Inter/Jr Structure: Group/Individual

Strategy

Listen to Rimsky-Korsakov's "Flight of the Bumble Bee". Paint or draw an illustration of the humorous aspects of the music.

C Co 2n Non-Verbal

Behavior: ... WILL ENHANCE A PRESENTATION WITH THE USE OF NON-VERBAL FORMS OF EXPRESSION

... will organize proceedures necessary for completing a given task.

... will classify information into logical catagories

Level: Pri/Inter/Jr Structure: Group/Individual

Strategy

Study the techniques which Charlie Chaplin used to create funny situations. Summarize and classify them, and then present your findings to the class using a combination of slides, sketches and mimed illustrations.

C Co 2o Non-Verbal

Behavior: ... WILL EXPRESS AN IDEA OR EMOTION THROUGH KINETIC MOVEMENT

... will assess the effectiveness of an idea

... will provide detail to enhance meaning or understanding

Level: Inter/Jr Structure: Group/Individual

Strategy

Study the mobiles of Calder. Design and construct a mobile which contains an element of surprise. What characteristics of your mobile create this feeling?

C Co 2p Non-Verbal

Behavior: ... WILL DEVELOP AN ORIGINAL MEANS OF SELF-EXPRESSION THROUGH BODY MOVEMENT

... will recognize the interrelationships of ideas

... will combine common things in unusual ways

Level: Pri/Inter/Jr Structure: Individual

Strategy

Create a funny skit and mime it to the class. You may use costumes and other people but you may not use props nor the spoken language. Discuss your effectiveness with the class.

C Co 2q Non-Verbal

Behavior: ... WILL TRANSLATE KINETIC MOVEMENT INTO ANOTHER NON-VERBAL FORM

... will grasp the main idea of presented information

... will consider new and different approaches to a given problem

Level: Pri/Inter/Jr Structure: Group/Individual

Strategy

Watch a movie on the art of mime. Select an incident which is funny to you and express the humor using another medium. You may use neither words nor body movement. Compare this with the humor of mime.

C Co 2r Non-Verbal

Behavior: ... WILL DEMONSTRATE AWARENESS OF NON-VERBAL TECHNIQUES USED TO INFLUENCE THINKING

... will provide evidence to support the formulation of two different categories

... will draw appropriate conclusions based upon an analysis of information available

Level: Inter/Jr Structure: Group/Individual

Strategy

Write a serious story. Tell your story to two different groups: with the first group, emphasise the seriousness; with the second group, make a mockery of the story, using facial expression, body gestures, changes in pace, dramatic pauses, tone of voice and appropriate illustrations. Compare the responses of the two groups and present your observations to the whole class.

Behavior: ... WILL EMPLOY NON-VERBAL TECHNIQUES FOR THE PURPOSE OF PERSUASION

... will breakdown a whole into its component parts

... will combine concepts, principles and generalizations

Level: Pri/Inter/Jr Structure: Group/Individual

Strategy

Your aim is to persuade someone who does not like abstract art that it may be acceptable if you understand it. First view a film of Picasso at work in his studio. Watch his methods and techniques carefully. Now draw a clown. Then follow the same steps as Picasso's to reduce your original naturalistic clown to a conglomeration of shapes and colors.

C Co 3a Interpretive

Behavior: ... WILL INTERPRET BODY MOVEMENTS

... will generate unusual responses to a given problem

... will demonstrate techniques which entertain, inform or motivate

Level: Pri/Inter/Jr Structure: Group

Strategy

After viewing a movie or videotape of a mime, discuss which body movements make you laugh and why? Were the body movements exaggerated or normal? Select a situation and divide into groups. Create a mime of your own and present it to the other groups.

C Co 3b Interpretive

Behavior: ... WILL OFFER A VARIETY OF INTERPRETATIONS OF VERBAL FORMS (e.g. IN LITERATURE, NEWSPAPERS, PERIODICALS)

... will assess the content of information

... will develop standards to evaluate the standard of work of others

Level: Inter/Jr Structure: Group/Individual

Strategy

Bring in examples of written humor, (jokes, humorous stories, greeting cards, etc). After sharing these, discuss what elements make these items humorous. Decide which items are the most humorous and why. Then make up an effective rating scale.

C Co 3c, 6 Interpretive

Behavior: ... WILL OFFER A VARIETY OF INTERPRETATIONS OF VISUAL FORMS (e.g. IN PAINTINGS, ARCHITECTURE, SCULPTURE)

... WILL TRANSLATE VISUAL COMMUNICATION INTO ANOTHER FORM

... will make valid predictions based upon available information

Level: Inter/Jr Structure: Group/Individual

Strategy

Study a series of characters, for example Don Martin's characters in Mad Magazine or personalities in political cartoons, and decide what makes them funny. Compare these drawings with real-life people by discussing similarities and differences. Cut apart pictures of characters and reconstruct them to represent particular personalities. Have the rest of the class guess identities of mystery personalities. Now find an amusing way to communicate one of the caricatures to a blind person. Discuss the methods used and whether you feel they were successful.

C Co 3d Interpretive

Behavior: ... WILL OFFER A VARIETY OF INTERPRETATIONS OF AURAL FORMS (e.g. IN MUSIC, AND IN THE AURAL ASPECTS OF POETRY AND DRAMA)

... will evaluate feedback to determine the accuracy of a communication

... will recognize the importance of accuracy in verbal descriptions

Level: Pri/Inter/Jr Structure: Group

Strategy

Pick a partner and sit back to back. Have your partner describe an ordinary item to you while you attempt to draw it. Discuss difficulties and humorous aspects encountered. This can also be done with caricatures and complex mathematical shapes.

C Co 3g Interpretive

Behavior: ... WILL TRANSLATE VERBAL COMMUNICATION INTO OTHER MEDIA

... will create a specified product by combining new or unusual ideas

... will explore complex concepts

Level: Inter/Jr Structure: Group/Individual

Strategy

Each member of your class should locate an article or story which is satirical in nature. Take the article and translate it into mime or political cartoons and analyze, as a group, both the results and the techniques used to retain the satire.

C Co 3e Interpretive

Behavior: ... WILL TRANSLATE KINETIC COMMUNICATION INTO ANOTHER FORM

... will develop alternative formats for presenting information

... will modify material to result in a unique product

Level: Pri/Inter/Jr Structure: Group/Individual

Strategy

Use verbal means to tell the story you used in the previous activity. Share this with your classmates and discuss the ways in which you were able to retain the humor.

C Co 3h Interpretive

Behavior: ... WILL DIFFERENTIATE BETWEEN RELEVANT AND IRRELEVANT POINTS

... will breakdown a whole into its component parts

... will weigh different ideas or points of view

Level: Inter/Jr Structure: Group

Strategy

Divide into groups, with each group taking a joke or cartoon to analyze. Gradually remove words and/or picture components. Decide at what point the joke or cartoon loses its humor.

C Co 3i Interpretive

Behavior: ... WILL DISTINGUISH BETWEEN CONNOTATIVE AND DENOTATIVE MEANINGS

... will integrate ideas from different areas

... will assess the content of information

Level: Inter/Jr Structure: Group

Strategy

Divide yourself into 2 groups labeled "Connotative" and "Denotative." After discussing the meaning of each of these words, each team will write an article on the same subject, with one writing in a connotative style and the other in a denotative style. How does your perception of the subject change through using connotative meanings? How and in what areas could this be applied to humor (advertising, politics, etc.)?

C Co 3j Interpretive

Behavior: ... WILL IDENTIFY THE MOTIVES OF AN AUTHOR OR SPEAKER

... will grasp the main idea of presented information

... will assess the organization of material

Level: Inter/Jr Structure: Group/Individual

Strategy

Read 2 or 3 satirical articles by the same author (e.g. Art Buchwald, Erma Bombeck). What point is the author trying to make in each piece? What makes the article humorous? Could the author accomplish the objective more effectively through serious rather than humorous writing?

C Co 3k Interpretive

Behavior: ... WILL CONSIDER THE WAYS IN WHICH A MEANING OF A WORD MAY CHANGE ACCORDING TO THE SITUATION

... will develop an ability to shift approaches or change directions in own thinking

... will create a unique product or idea

Level: Inter/Jr Structure: Group/Individual

Strategy

Read the "coffin" and "rapping" stories from the book Tomfoolery. Discuss surprise and expectations in humor. How does the play on words make each of these stories humorous? Design your own greeting card illustrating this humorous technique.

C Co 3l Interpretive

Behavior: ... WILL RECOGNIZE THE MEANINGS OF VARIOUS FORMS OF EXPRESSION SUCH AS, BUT NOT LIMITED TO: (i) METAPHORS, (ii) SIMILES, (iii) SYMBOLISM, (iv) IRONY, (v) SATIRE, (vi) UNDERSTATEMENT, (vii) EXAGGERATION, (viii) PERSONIFICATION

... will develop the ability to use brainstorming techniques

... will define areas of differences for the purposes of classification

Level: Inter/Jr Structure: Group/Individual

Strategy

Brainstorm as many different types of humor as you can. Then read a selection of humorous pieces and classify them as to the type of humor used.

C Co 3m Interpretive

Behavior: ... WILL RECOGNIZE AMBIGUITY OF THOUGHT AND ACTION

... will identify an existing problem for a given situation

... will gather facts appropriate to a selected subject or question

Level: Inter/Jr Structure: Group/Individual

Strategy

Find a humorous piece in which ambiguity of the situation causes you to laugh. Use this technique to create your own humorous piece.

C Co 3n,o Interpretive

Behavior: ... WILL UNDERSTAND THAT A COMMUNICATION IS OFTEN OPEN TO VARIOUS INTERPETATIONS

... WILL PREPARE THE DIFFERENT INTERPRETATIONS OF A COMMUNICATION OFFERED BY OTHERS

... will recognize divergence within a problem

Level: Inter/Jr Structure: Group/Individual

Strategy

Take a Don Martin cartoon from Mad Maaazine. List all humorous aspects. Now take a painting by Velasquez, and do the same. Why might the subject of Velasquez's painting not find it humorous? Compare your interpretations with those of your classmates.

C Co 4a Interpersonal

Behavior: ... WILL EXHIBIT AN AWARENESS OF SELF AS A MEMBER OF VARIOUS GROUPS (e.g. FAMILY, PEERS, SCHOOL)

... will draw appropriate conclusions based upon an analysis of information available

... will present information collected with clarity

Level: Pri/Inter/Jr Structure: Group/Individual

Strategy

Make a list of all the groups of which you are a member. Think about the most humorous incident in which you were involved as a member of each group. Select a different way of sharing each situation with your classmates. Discuss why humor is more acceptable or encouraged in one group as opposed to another.

C Co 4b Interpersonal

Behavior: ... WILL APPROPRIATELY CONTRIBUTE TO GROUP DISCUSSION

... will recognize the interrelationships of ideas and/or data

... will stretch or extend an idea or concept

Level: Pri/Inter/Jr Structure: Group/Individual

Strategy

Sit in a circle with your classmates. Create a class tall tale by having each person add to the previous person's ideas. Tape record the story and play it back to the class. Discuss the results.

C Co 4c,f Interpersonal

Behavior: ... WILL FACILITATE, VERBALLY AND NON-VERBALLY, THE WORKINGS OF A DYAD OR GROUP

... WILL ANALYZE THE DIFFERENT FUNCTIONS OF MEMBERS OF A GROUP

... will create a unique product by combining unusual ideas or materials

Level: Inter/Jr Structure: Group/Individual

Strategy

After studying various comics on T V, create an original comedy routine with several friends. Discuss how teamwork and cooperation are essential to this task. Videotape the routine for presentation to the class.

C Co 4d Interpersonal

Behavior: ... WILL HELP ESTABLISH PRIORITES IN THE GROUP'S OPERATION

... will organize procedures necessary for completing given tasks

... will establish realistic schedules for work to be completed

Level: Inter/Jr Structure: Group/Individual

Strategy

What priorities did you have to establish in order to organize your approach to the previous task? How could alternate priorities lend themselves to humor in this situation?

C Co 4e Interpersonal

Behavior: ... WILL CONTRIBUTE TOWARDS THE ATTAINMENT OF THE GOALS OF A PARTICULAR DYAD OR GROUP

... will breakdown a whole into its component parts

... will develop the ability to use brainstorming techniques

Level: Inter/Jr Structure: Group/Individual

Strategy

Brainstorm comedy shows in which cooperation or lack of it within a dyad or group is what creates the humor. Analyze the different functions of each member of the group as they pertain to humor. Apply these insights to your development of a comedy routine.

C Co 4g Interpersonal

Behavior: ... WILL EVALUATE THE IMPACT OF AN INDIVIDUAL'S NON-PARTICIPATION

... will develop an awareness of the effects of surroundings on an individual

... will share feelings and ideas with others

Level: Inter/Jr Structure: Group/Individual

Strategy

Locate a comedy routine in which one member's non-participation is the cause of the humor. Evaluate and discuss why this is so. What other effects could non-participation have? Speculate upon causes for this behavior and ways of making individuals more active.

C Co 4h Interpersonal

Behavior: ... WILL FACILITATE THE INPUT OF OTHER GROUP MEMBERS

... will offer constructive criticism

... will break down a whole into its component parts

Level: Inter/Jr Structure: Group/Individual

Strategy

Create a burlesque routine for two stand-up comics. Alternate playing the comic and the straight man. With several group members videotape the results and discuss the styles with the group members.

C Co 4i Interpersonal

Behavior: ... WILL CONSIDER THE POINTS OF VIEW OF OTHERS

... will pose questions which seek to clarify information, stimulate further examination and/or generate new ideas

... will assess preferences of others

Level: Inter/Jr Structure: Group/Individual

Strategy

List the various types of comedy and give examples. Lead a discussion about which type of humor appeals to which people and why? Also find examples of humor within other cultures and compare it to American humor.

Behavior: ... WILL CONSIDER THE TALENTS OF OTHER(S) WITHIN A DYAD OR GROUP

... WILL CAPITALIZE UPON THE STRENGTH AND/OR TALENTS OF OTHERS

... WILL EFFECTIVELY INSTRUCT A GROUP OF PEERS

... WILL DEMONSTRATE TECHNIQUES WHICH ENTERTAIN, INFORM OR MOTIVATE INDIVIDUALS

Level: Inter/Jr Structure: Group/Individual

Strategy

Create an old fashioned burlesque show. Jointly decide what tasks are necessary. Assign different people to the following jobs: producer, director, propmen, gagwriters, stagemen, comedians, etc. Set up auditions/interviews for the parts and ask your teacher to help you make the assignments. Include aspects in your production which would instruct the audience in the types of humor as well as entertain them. Evaluate your role in this production. Indicate the positive aspects as well as those which could be improved. Discuss this with the rest of the cast. Plan an advertising campaign which would contain newspaper releases, posters, leaflets, even radio announcements. Your final presentation should have printed programs, a master of ceremonies and dress rehearsals. Make sure you have a post-production discussion with the staff about your show. Include members of the audience and a local theater critic to get a balanced evaluation. Based upon this, what would you change and why? Develop a press release which would serve or a review of your production. Include the suggestions for change which you discussed with your cast and selected audience members. Ask the local theater critic to assess your news release.

C Co 4l,n,o,p Interpersonal

Behavior: ... WILL DIFFERENTIATE BETWEEN APPROPRIATE AND INAPPROPRIATE DISCUSSION

... WILL EFFECTIVELY CHANGE THE DIRECTION OF A DISCUSSION WHEN APPROPRIATE

... WILL IMPLEMENT RULES OF COURTESY DURING VERBAL INTERACTION WITH OTHERS

... WILL EFFECTIVELY BRING A DISCUSSION TO AN END WHEN APPROPRIATE

Level: Inter/Jr Structure: Group/Individual

Strategy

During rehearsals for the preceding strategy invite a local comedian to discuss humorous techniques including timing, closing, appropriateness of material to audience, flexibility, improvisation, reading the audience and so on. Involve all members of the show in the discussion. Be sure to prepare for the discussion and establish follow-up activities/evaluations. Make a list of changes you would implement as a result of the comedian's visit.

C Co 4m,q Interpersonal

Behavior: ... WILL DIFFERENTIATE BETWEEN RELEVANT AND IRRELEVANT DISCUSSION

... WILL EFFECTIVELY BRING A DISCUSSION TO AN END

... will assess the desirability of an action

Level: Inter/Jr Structure: Group/Individual

Strategy

After discussing the meaning of the terms "relevant" and "irrelevant", find a comedy routine which you think makes use of irrelevant information to create a humorous effect. The routine may be original or taken from a book or T V. Talk about how sometimes irrelevant information is funny but not meant to be. Give examples. When would it be appropriate to laugh at irrelevant ideas?

C Co 5a,d Listening

Behavior: ... WILL IMPLEMENT EFFECTIVE BODY LANGUAGE (e.g. EYE CONTACT, POSTURE, GESTURES)

... WILL EVALUATE THE EFFECTIVENESS OF OWN BODY LANGUAGE ON OTHERS

... will share feelings and ideas with others

Level: Pri/Inter/Jr Structure: Group/Individual

Strategy

Bring several halloween masks into class. Assume the character portrayed by the mask after viewing yourself in the mirror for several minutes. Use body language you feel would represent your character and explain why you think it is appropriate. Discuss with the class how effective your characterization was.

C Co 5b Listening

Behavior: ... WILL EVALUATE THE EFFECTIVENESS OF A COMMUNICATOR'S BODY LANGUAGE

... will interpret body movements

... will breakdown a whole into its component parts

Level: Pri/Inter/Jr Structure: Group/Individual

Strategy

Watch one of Jackie Gleason's "The Honeymooners" or "Our Gang Comedies". Make a list of the gestures made by any of the characters which lend themselves to humor. What is it about the gestures which makes you laugh?

C Co 5c Listening

Behavior: ... WILL RECOGNIZE THE EFFECT OF A LISTENER'S BODY LANGUAGE UPON A COMMUNICATOR

... will interpret body movement

... will weigh different ideas or points of view

Level: Inter/Jr Structure: Group

Strategy

Discuss the body language a person might unconsciously use while listening, including eye contact, posture, arm & hand position, head movements and facial expression. What kind of changes would make a situation funny?

C Co 5g,h,j Listening

Behavior: ... WILL EVALUATE A MUSICAL COMPOSITION

... WILL EVALUATE THE PERFORMANCE OF A MUSICAL COMPOSITION

... WILL EXPRESS IN VISUAL FORM REACTIONS TO MUSICAL COMPOSITIONS

Level: Inter/Jr Structure: Group/Individual

Strategy

Listen to the Sorcerer's Apprentice. Now imagine a humorous situation which would fit the music. Through some visual medium convey your story(e.g. slide presentation, comic strip, animated film, etc.) Then, represent the essence of the theme of your tale in one piece of art. Try to answer the following:

What feelings or moods do you get while listening to the music?
What instruments are responsible for creating which feelings or moods?
What is it about the sound of the instruments that creates these effects?
Listen carefully to the music's tempo. What does tempo tell you about the ideas a composer is trying to express?
Why do you think this piece is called "The Sorcerer's Apprentice"?

C Co 5i Listening

Behavior: ... WILL EXPRESS FEELINGS AND IMAGINATION BY CREATING AN ORIGINAL WORK OF ART AFTER LISTENING TO MUSICAL STIMULI

... will stretch or extend an idea or concept

... will develop alternate formats for presenting information

Level: Inter/Jr Structure: Group/Individual

Strategy

The background music of many early cartoons were taken from classical pieces. Select a classical composition which you feel might lend itself to humor. After listening to the piece, imagine a humorous story to suit the music. Design a work of art which would represent the main character(s) of your story.

C Co 5f,g,e Listening

Behavior: ... WILL COMPARE AND CONTRAST MUSICAL COMPOSITIONS OF THE SAME AND OF DIFFERENT TYPES

... WILL POSE APPROPRIATE QUESTIONS TO SHOW ATTENTIVENESS AND THOUGHT WHILE LISTENING

... WILL IDENTIFY THE STYLE AND TYPE OF A MUSICAL COMPOSITION BY LISTENING

Level: Inter/Jr Structure: Group/Individual

Strategy

Tape record the background music to several commercials which you feel are humorous. Discuss with your class the aspects of the composition which create these feelings in the listener. Compare this to background music from a mystery show. Classify the music by types and styles.

C Co 5k Listening

Behavior: ... WILL IMPLEMENT ORAL DIRECTIONS

... will recognize the importance of accuracy in verbal descriptions

... will determine the positive aspects of a mistake or failure

Level: Inter/Jr Structure: Group/Individual

Strategy

You must get your teacher to write the word H U M O R on the blackboard although he/she will not know what you are trying to do. Take turns giving one direction at a time to your teacher, who will follow your directions precisely and to the letter. Discuss the difficulties you encountered and the importance of accuracy. Have everyone take turns at the blackboard with another word relating to humor.

C Co 5l,o Listening

Behavior: ... WILL TRANSLATE VERBAL COMMUNICATION INTO OTHER MEDIA

... WILL DISTINGUISH BETWEEN RELEVANT AND IRRELEVANT COMMUNICATION

... will grasp the main idea of presented information

Level: Inter/Jr Structure: Group/Individual

Strategy

Select one or more humorous stories from the list of readings in the bibliography and read it to your class. Think about other ways in which the humor could be transmitted. Choose one other method of presenting the story and share it with your classmates. See how the verbal form compared with the second presentation. Discuss what ideas were relevant and needed to be kept when you changed from a verbal form to another.

C Co 5m Listening

Behavior: ... WILL DEMONSTRATE UNDERSTANDING BY APPROPRIATE NOTETAKING WHILE LISTENING

... will classify information into logical categories

... will extend the powers of concentration

Level: Inter/Jr Structure: Group/Individual

Strategy

Listen to an extract from Hal Holbrook reading stories by Mark Twain. Take notes on your selected extract, concentrating on sequence of events, depiction of character, mood evoked, setting, etc. On subsequent listenings, classify your notes into actual and implied information.

C Co 5n Listening

Behavior: ... WILL DIFFERENTIATE BETWEEN LOGICAL AND ILLOGICAL ARGUMENTS

... will appraise the quality of work of others

... will assess the content of information

Level: Inter/Jr Strategy: Group/Individual

Strategy

The statement "Have you stopped beating your wife?" is a fallacy in logic. After discussing why this is the case, listen to your teacher as she/he reads several humorous passages to you (see Bibliography). Analyze each passage and outline your discussion of the fallacies in logic. Then, with your class decide upon a popular comedy show you will all watch. Pretend you are a network producer who is going to evaluate whether or not to keep the show on the air. In order to do this you must take notes on the entire show. Concentrate on plot, characters, setting and the humor which is based upon illogic. A comparison of notes will then be made.

C Co 5p Listening

Behavior: ... WILL DEMONSTRATE UNDERSTANDING OF RHETORICAL QUESTIONS

... will appreciate the special talents and/or abilities of others

... will create a unique product by combining unusual ideas and materials

Level: Inter/Jr

Structure: Group

Strategy

After discussing rhetorical questions and their uses, develop a comedy skit which emphasizes the rhetorical question as a humorous technique.

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PERSONAL DEVELOPMENT

The Past's Prediction

Gifted students have the potential to assume many different roles in society. If they are to function positively in both a group setting as well as in an individual one, they need an effective self-concept, a sense of critical acceptance and the ability to cope with failure. Personal development is as important as intellectual growth since the affective aspects of an individual continually interact with and influence the cognitive aspects. The section on the Affective Domain, therefore, must not assume a secondary position in educational programming. It becomes vital to the full development of gifted students.

The thematic unit chosen for the affective section of PEGASUS is called "The Past's Prediction" and centers around the origins of people. People have always wondered about their ancestry. Understanding your background and being able to trace your heritage in whatever degree of specificity, can provide a sense of purpose and pride. The development in gifted students of a positive attitude towards others can be fostered by following strategies from this section.

Goals for Personal Development

To develop an effective self-concept

To cope with failure in self and others

To develop an attitude of acceptance based upon critical evaluation

ORIGINS

- EVOLUTION
  - Anthropology
  - Darwin
  - Genetics
    - Burt
    - Clones
- ETHNICITY
  - Physical Characteristics
  - Social Class
  - Arts & Crafts
  - Music
  - Attitudes
  - Pride/Revival
  - Religion
  - Food
- NAMES
  - Derivations
    - Location
    - Profession
    - Relationships
  - Connotations
- ENVIRONMENTAL INFLUENCES
  - Migration
  - Climate
  - Geographical Barriers
    - Natural Resources
    - Natural Disasters
  - War
  - Politics

A PD 1a,c Self-Concept

Behavior: ... WILL APPRECIATE OWN SPECIAL TALENTS AND/OR ABILITIES

... WILL SHARE FEELINGS AND IDEAS WITH OTHERS

... will define areas of differences for the purpose of classification

Level: Inter/Jr Structure: Group/Individual

Strategy

Discuss with your parents and grandparents the special abilities and characteristics of your nationality. Make a list. Select a book about this topic and expand your list. Identify the characteristics which apply to you personally and then add others not specifically related to your nationality. Compare your list with those of your classmates.

A PD 1b Self-Concept

Behavior: ... WILL APPRECIATE THE VALUE OF OWN WORK/IDEAS

... will conduct personal interviews

... will take notes effectively

Level: Pri/Inter/Jr Structure: Group/Individual

Strategy

Interview the eldest relative in your family. Have him/her describe the two most important accomplishments in his/her life. Then take time to decide what your two most important accomplishments have been. Compare and share these with your classmates.

A PD 1d Self-Concept

Behavior: ... WILL ASSESS SELF-PREFERENCES

... will evaluate all alternatives to select the best in a given situation

... will evaluate the impact of a speculative situation

Level: Inter/Jr Structure: Group/Individual

Strategy

You are part of a scientific team which is doing genetic research. You have a say in what personal characteristics are ultimately most important for our race. Individually brainstorm admirable qualities and then select only two which you consider the most important human characteristics to be researched. Discuss your choices with your classmates.

A PD 1e,f Self-Concept

Behavior: ... WILL SET STANDARDS AND GOALS APPROPRIATE FOR ABILITY LEVEL

... WILL DISPLAY CONFIDENCE IN RELATING OWN PERSONAL GOALS AND STANDARDS

... will stretch or extend an idea or concept

Level: Inter/Jr Structure: Group/Individual

Strategy

Pretend that you are your own great-great grandparent. Keeping in mind the time and place in which you would have lived, establish your long range personal and professional goals. Compare these with your current goals and discuss them with your classmates.

A PD 1g Self-Concept

Behavior: ... WILL DEVELOP A BELIEF IN ONE'S ABILITY TO SUCCEED

... will formulate a list of attributes which pertain to a particular person

... will prove or disprove a statement by presenting evidence

Level: Inter/Jr Structure: Group/Individual

Strategy

Find a time in your ancestors' history when they as a nation had to struggle to survive. Describe the attempts they made to overcome their odds. Now list tasks which were or are difficult for you. Analyze the qualities you have which would make it possible for you to be successful. Compare these with your ancestors' qualities.

A PD 1h, p Self-Concept

Behavior: ... WILL PUT CRITICISM IN ITS PROPER PERSPECTIVE

... WILL ACCEPT AND RESPECT THE WORTH AND RIGHTS OF OTHERS

... will transmit information acquired through individual research

Level: Inter/Jr Structure: Group/Individual

Strategy

With your class, make a list of countries or peoples who in some way were persecuted. Select one and trying to be as objective as possible, develop an essay, either visual or verbal. Analyze both sides of the issue. Look at those who were persecuted and those who did the persecuting. Share this with your class and discuss the difference between criticism and persecution. Think of examples of the two. Speculate why the two are similiar and often confused. Also discuss the positive aspects of criticism.

A PD 1j Self-Concept

Behavior: ... WILL ACCEPT THE VALUE OF CONSTRUCTIVE DISCONTENT WITHIN ONESELF

... will outline the changes which have occurred as a result of a particular action or decision

... will become familiar with periodicals relating to a selected topic

Level: Inter/Jr Structure: Group/Individual

Strategy

Each year thousands of illegal immigrants cross the Mexican border into the United States, seeking better living and working conditions. They return despite being caught and deported. Research recent magazine and newspaper articles for background information and discuss reasons why their dissatisfaction forces this life-style. Is their discontent working positively or negatively? Has your dissatisfaction ever caused you to decide on a plan of action to change an unsatisfactory situation? Explain.

A PD 1i Self-Concept

Behavior: ... WILL PUT ACCEPTANCE OF SELF BY OTHERS IN ITS PROPER PERSPECTIVE

... will list questions appropriate for use in a debate

... will determine which individuals may be of assistance in researching a selected topic

Level: Inter/Jr Structure: Group/Individual

Strategy

After completing the preceding activity, organize a debate on the topic of illegal immigration. Have one side rôle-play an illegal alien, the other, an American citizen who is against the immigrant's staying in the USA. As background, listen to the recording "Deportee" (Judy Collins, Elecktra), interview a representative from the US Customs Bureau, and/or investigate any other community resource you feel would be helpful. After the debate, discuss with your classmates your feelings about "being" the person in the rôle you were assigned, and how you felt others viewed that person.

A PD 1k,l Self-Concept

Behavior: ... WILL DEVELOP AN ATTITUDE OF THE ABILITY TO CONTROL ONE'S DESTINY

... WILL DEVELOP AN AWARENESS OF THE EFFECTS OF SURROUNDINGS ON AN INDIVIDUAL

... will consider/test possible solutions to a given problem

Level: Pri/Inter/Jr Structure: Individual

Strategy

Think of a goal which you would want to accomplish within the next year. List all of the environmental influences which might prevent you from achieving that goal. Next, for each difficulty, indicate the steps you would take to avoid being kept from reaching this goal.

A PD 1m Self-Concept

Behavior: ... WILL DEVELOP A CRITICAL APPRECIATION FOR THE ENVIRONMENT

... will break down a whole into its component parts

... will explore complex concepts or problems

Level: Inter/Jr Structure: Group/Individual

Strategy

Read about the nation of one of your ancestors. Analyze the aspects of that nation's environment which shaped the character of the people (e.g. geography, climate, persecution, war, religion, migration, abundance, scarcity. Discuss this with other members of your group.

A PD 1n Self-Concept

Behavior: ... WILL DEFEND ONE'S OWN RIGHTS AND INDIVIDUALITY

... will develop a new pattern of ideas based upon a restructuring of existing ideas

... will develop a theory or principle of operation about a particular area of concern

Level: Inter/Jr Structure: Group/Individual

Strategy

Read the book or view the movie Inherit the Wind. Organize a debate based on the Scopes "monkey" trial, with the sides for and against Scopes' right to teach evolution to children. Consider also the personalities of the two lawyers involved, Clarence Darrow and William Jennings Brian, and the arguments each presented during the trial. Even though the jury ruled against Scopes, do you feel he really lost?

A PD 1o Self-Concept

Behavior: ... WILL EXHIBIT AN AWARENESS OF THE NEED TO BE INDEPENDENT IN THOUGHT AND ACTION

... will integrate ideas from different areas

... will organize logically information collected

Level: Inter/Jr Structure: Group/Individual

Strategy

Choose a famous controversial leader from the nation of one of your ancestors. Describe the opinions this individual held or the actions taken which made him/her controversial. What obstacles were placed in his/her path, and how did he/she surmount them? What positive effects did this have upon the nation's development?

Behavior: ... WILL APPLY APPROPRIATE STANDARDS OF SOCIAL BEHAVIOR CONSISTENTLY

... WILL EMPLOY APPROPRIATE STANDARDS OF SOCIAL BEHAVIOR TO SOLVE SOCIAL PROBLEMS

... will define areas of differences for the purpose of classification

Level: Pri/Inter/Jr Structure: Group/Individual

Strategy

Just as each country has its ethnic foods, so it also has unique standards of social behavior regarding table manners. Compare the standards of the country of your ancestors with those of present-day United States. List similarities and differences. Now rôle-play with a partner situations in which you are a guest in that other country, and in which someone from that country is your house guest. How would knowledge of the differences in social customs influence your behavior at the dinner table?

A PD 2a,f,g Coping with Failure

Behavior: ... WILL ACCEPT RESPONSIBILITY FOR OWN ACTIONS AND IDEAS

... WILL PUT DISAPPROVAL FROM TEACHER INTO PROPER PERSPECTIVE

... WILL PUT DISAPPROVAL FROM CLASSMATES INTO PROPER PERSPECTIVE

Level: Inter/Jr Structure: Group/Individual

Strategy

It is usually easier to cope with failure if there is some other person, place, or thing on which to place the blame. Examine one particular immigrant group and problems its members encountered. Now make a list of problems which you encounter in your classroom and what you feel are the reasons for these problems? Are they solvable? For which can you take responsibility? Which, if any, do you "rationalize"?

A PD 2l c,d Coping with Failure

Behavior: ... WILL ACCEPT THE FACT THAT ALL INDIVIDUALS EXPERIENCE FAILURE

... WILL ADMIT TO A MISTAKE OR FAILURE

... WILL DETERMINE THE POSITIVE ASPECTS OF A MISTAKE OR FAILURE

Level: Inter/Jr Structure: Group/Individual

Strategy

Make a list of ethnic groups represented in your school population. Choose one group and investigate when and why the majority of those people emigrated to the U.S.A. from their homelands. With your friends, rôle play situations in which a new immigrant might find himself (specify native country). Afterwards, discuss the reasons why the person chose to come to America and the hardships faced here. What failures might this individual have experienced? How could he/she gain from the experience?

A PD 2e Coping with Failure

Behavior: ... WILL DIFFERENTIATE BETWEEN CONSTRUCTIVE AND DESTRUCTIVE CRITICISM

... will transmit ideas and opinions on specified issues

... will understand that a communication is open to various interpretations

Level: Inter/Jr Structure: Group/Individual

Strategy

After completing the previous activity, rôle play a situation twice in which an immigrant (past or present) is applying for a job for which he/she is presently unqualified. One skit should include ways in which the employer would give destructive criticism. In the other, the employer could help this person reassess his skills. Write a résumé for the immigrant including an appropriate job title for future possibilities.

A PD 2h,i,k Coping with Failure

Behavior: ... WILL DIFFERENTIATE BETWEEN ACHIEVABLE AND NON-ACHIEVABLE GOALS

... WILL BE WILLING TO TRY DIFFICULT TASKS

... WILL BE OPEN TO THE USEFULNESS OF UNEXPECTED RESULTS

Level: Inter/Jr Structure: Group/Individual

Strategy

Many people came to the United States believing the streets were "paved with gold". Others were forced to flee their homelands and never return. Imagine you were never allowed to return to your original country and had to live in a nation whose language and customs you did not know. How would you feel? List the difficulties/obstacles you would have to surmount in this situation. Suggest solutions and project possible outcomes.

Behavior: ... WILL OFFER A VARIETY OF CONJECTURES

... will combine concepts, principles and generalizations

... will develop a theory or principle of operation about a particular area of concern.

Level: Inter/Jr Structure: Group/Individual

Strategy

The President has just signed a bill into a law allowing people to have themselves cloned. The "Right to Unique Lifers" are up in arms but Pro-Cloners feel it is everyone's right to reproduce exactly his/her body. Brainstorm ramifications (pros and cons) of this new law. Speculate upon the usefulness of cloning upon a society as a whole.

A PD 3a,b Critical Acceptance

Behavior: ... WILL DEVELOP A SENSITIVITY FOR OTHER PEOPLE AND THEIR FEELINGS

... WILL APPRECIATE THE SPECIAL TALENTS AND/OR ABILITIES OF OTHERS

... will transmit information acquired through individual research

Level: Inter/Jr Structure: Group/Individaul

Strategy

Read about the waves of immigration in the Nineteenth and Twentieth Centuries. Discuss the problems encountered by the various groups in regard to education, family life, living and working conditions. Develop a presentation showing the plight of the immigrants, how you think they might have felt and their contributions to our country.

A PD 3c,d,e Critical Acceptan

Behavior: ... WILL CONSIDER THE PREFERENCES OF OTHERS

... WILL TOLERATE DIFFERENT POINTS OF VIEW

... WILL WEIGH DIFFERENT IDEAS OR POINTS OF VIEW

Level: Inter/Jr Structure: Group/Individual

Strategy

One of William Penn's intentions in establishing Pennsylvania was to attract settlers who were persecuted in Europe because they belonged to an "unacceptab religious group. Study the kinds of problems and solutions as they existed in the early days of Philadelphia. Make a chart showing the characteristics and customs of the principal religious groups.

Behavior: ... WILL BE SENSITIVE TO THE EFFECTS OF OWN ACTIONS UPON OTHERS

... will generate a variety of solutions to real and contrived problem situations

... will draw upon own experience in a problem situation

Level: Inter/Jr Structure: Group/Individual

Strategy

Select a country and research its customs. Rôle play a situation where a newly arriving immigrant must go to a landlord to lease an apartment. The immigrant also meets two of his/her potential neighbors. Difficulties arise when a difference in speech, dress and custom becomes evident. Discuss the results and how the landlord and neighbor could have been more helpful. Compare this situation to that of a new student in your class.

A PD 3g Critical Acceptance

Behavior: ... WILL SHOW A REALIZATION OF THE INTERDEPENDENCE OF PEOPLE

... will clarify an idea by providing illustration or example

... will use the process of minification to change an idea or concept

Level: Inter/Jr Structure: Group/Individual

Strategy

Man gradually developed systems in which social duties and responsibilities were shared. Take the situations of prehistoric, medieval and modern man and trace the interdependence of people and how it has changed. Illustrate and explain this for your classmates' reference. Can you make any comparisons with your own classroom environment?

A PD 3h,i Critical Acceptance

Behavior: ... WILL ACCEPT CONSTRUCTIVE CRITICISM FROM OTHERS

... WILL OFFER CONSTRUCTIVE CRITICISM

... will present information collected with clarity

Level: Inter/Jr Structure: Group/Individual

Strategy

Every member of your class should select a craft or custom peculiar to his/her heritage and then visually and verbally describe it to the rest of the class. Critique the craft or custom as a group. Discuss the methods of offering constructive criticism and why it is important to consider such criticism.

A PD 3k,l,m, Critical Acceptance

Behavior: ... WILL UNDERSTAND THE NECESSITY FOR AUTHORITY FIGURES

... WILL DEMONSTRATE AN AWARENESS THAT RESPECT RECEIVED MUST BE EARNED

... WILL DEMONSTRATE AN AWARENESS THAT RESPECT GIVEN MUST BE EARNED

Level: Inter/Jr Structure: Group/Individual

Strategy

Read the book "Animal Farm". Discuss the relationship among the animals, especially the development of the authority figures through the generations. Compare this with the power structures within your own community. How does authority relate to respect?

A PD 3n,j Critical Acceptance

Behavior: ... WILL ACCEPT THE FACT THAT ALL INDIVIDUALS EXPERIENCE FAILURE

... WILL EMPATHIZE WITH ANOTHER PERSON'S SITUATION

... will transmit ideas and opinions on a specified issue

Level: Inter/Jr Structure: Group/Individual

Strategy

Spend one or two entire school days without communicating in verbal or written form. At home keep a diary of your experiences and feelings. Discuss these with your classmates and relate them to the situation of a newly arriving non-English speaking immigrant to America. Consider the possibility of being a foreign exchange student to a non-English speaking country.

A PD 3o Critical Acceptance

Behavior: ... WILL DEVELOP STANDARDS OF SOCIAL BEHAVIOR

... will assess the content of information

... will locate references appropriate for a selected topic

Level: Inter/Jr Structure: Group/Individual

Strategy

Find out information about the behavior standards of school children in America in the last century. Make a chart of do's and don't's appropriate at that time. Do the same for school children of today. Compare the standards of both groups. Why did they change? Conjecture as to why these standards came about.

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